# INTENTIONAL MARKETING

A Practical Guide for Librarians

CAROL OTTOLENGHI

Intentional Marketing

PRACTICAL GUIDES FOR LIBRARIANS

About the Series

This innovative series written and edited for librarians by librarians provides authoritative, practical information and guidance on a wide spectrum of library processes and operations.

Books in the series are focused, describing practical and innovative solutions to a problem facing today's librarian and delivering step-by-step guidance for planning, creating, implementing, managing, and evaluating a wide range of services and programs.

The books are aimed at beginning and intermediate librarians needing basic instruction/guidance in a specific subject and at experienced librarians who need to gain knowledge in a new area or guidance in implementing a new program/service.

About the Series Editors

The **Practical Guides for Librarians** series was conceived and edited by M. Sandra Wood, MLS, MBA, AHIP, FMLA, Librarian Emerita, Penn State University Libraries from 2014 to 2017.

M. Sandra Wood was a librarian at the George T. Harrell Library, the Milton S. Hershey Medical Center, College of Medicine, Pennsylvania State University, Hershey, PA, for over thirty-five years, specializing in reference, educational, and database services. Ms. Wood received an MLS from Indiana University and an MBA from the University of Maryland. She is a fellow of the Medical Library Association and served as a member of MLA's Board of Directors from 1991 to 1995.

Ellyssa Kroski assumed editorial responsibilities for the series beginning in 2017. She is the director of Information Technology at the New York Law Institute as well as an award-winning editor and author of thirty-six books including *Law Librarianship in the Digital Age* for which she won the AALL's 2014 Joseph L. Andrews Legal Literature Award. Her ten-book technology series, *The Tech Set*, won the ALA's Best Book in Library Literature Award in 2011. Ms. Kroski is a librarian, an adjunct faculty member at Drexel and San Jose State University, and an international conference speaker. She has just been named the winner of the 2017 Library Hi Tech Award from the ALA/LITA for her long-term contributions in the area of Library and Information Science technology and its application.

Titles in the Series edited by M. Sandra Wood

1. *How to Teach: A Practical Guide for Librarians* by Beverley E. Crane
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Titles in the Series edited by Ellyssa Kroski

Intentional Marketing
A Practical Guide for Librarians

Carol Ottolenghi

Contents

Illustrations

Figures

▲ ix

⟲ Tables

Snapshots

Many thanks to these libraries and their staff members for sharing their stories.

Preface

How to Use This Book

Every library is a unique mix of place, collection, and the librarian skill set. Intentional marketing is a library-wide approach to help you send messages that show how your library's particular mix of place, collection, and the librarian skill set is relevant in today's world. This book gives practical advice on using marketing tactics such as content marketing and word of mouth to demonstrate your library's value to your community or organization. You will find:

- No-cost, low-cost ways to promote your library
- Programming, displays, and digitization used as marketing strategies
- Snapshots of creative, intentional marketing initiatives from other libraries
- Interaction scripts, "elevator speeches," and other tools to convert nonusers into users and users into advocates
- Social media tips
- Ways to market the library to the people who fund the library
- Sample mission and vision statements, SWOT discussion, brainstorming questions, and other tools to help librarians determine what, and to whom, the library is marketing
- Evaluation tips, because intentional marketing requires feedback

Many of the chapters refer to your library's mission statement, goals, user segmentation, Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis, etc.—the sort of information about your library and its stakeholders that is the key to cost-effective, user-grabbing marketing. This book includes information on defining these vital elements of intentional marketing, but since most libraries are familiar with those topics, this information is at the back of the book, in the appendixes. The less familiar material—how to deploy intentional marketing and how to apply various marketing techniques to send the messages that you *intend* to send—is up front.

▲ **xvii**

◎ Organization

Chapter 1 defines the intentional marketing approach and explains how to use it to weave the information you have about your library into a cohesive marketing strategy. It introduces the librarian skill set, a collection of skills shared by all librarians.

Chapter 2 discusses collaborating with your most powerful resource and influential stakeholder group—your library's staff. It includes sample scripts for stakeholder-staff interactions and guidance in the gentle art of saying "no."

Chapter 3 encourages you to look for marketing ideas everywhere but to use *only* those that reflect your library's mission, vision, and values.

Chapter 4 examines the multiple messages that library artifacts—all the things your library hands out—send to stakeholders.

Chapter 5 addresses the meta-messages sent when you use social media and other communication channels. It also discusses branding and EMBRACES, a set of communication best practices.

Chapter 6 explores the ways content marketing can intentionally build and deepen relationships between your library and its stakeholders.

Chapter 7 looks at digitizing as a marketing tactic and shows you how to use it that way to message your relevance.

Chapter 8 provides best practices for in-house, pop-up, online, and stakeholder displays and explores their intentional marketing uses.

Chapter 9 brings a new twist to that old library staple—outreach.

Chapter 10 talks about the marketing power of library programming.

Chapter 11 gives you ways to intentionally harness the power of word-of-mouth marketing (WOMM) to promote your library.

Appendix A provides ways to define exactly what you are marketing when you market the library.

Appendix B helps you refine your stakeholder groups definitions. Stakeholders are all library users and potential library users within your library's service area.

Appendix C provides examples of strategic plans.

Appendix D discusses marketing plans and the intentional marketing initiative shortcut.

Appendix E is a sample exhibit and display policy.

Related resources are listed at the end of each chapter. In addition, many of the chapters and appendixes include stories or materials shared by different types of libraries from across the country. I am very grateful for their generosity and enthusiasm.

Happy messaging!

Intentional Marketing and Your Library

IN THIS CHAPTER

▷ The intentional marketing approach is user-centric, not product-centric

▷ Flaunting the librarian skill set

▷ Applying the intentional marketing approach to your library

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THE WORLD IS MADE UP of library users and potential library users.

It is no secret that libraries today face a lot of competition for people's attention, money, and hearts. The good news is that your library can enrich the lives of your stakeholders—the library users and potential library users in your service area—in ways that the competition cannot. Once people discover that, you are well on your way to transforming potential library users into library users.

So, how do you help people discover what your library can do for them?

Marketing. *Intentional* marketing.

At its most basic, marketing is anything that sends a message about your library. It is already built into everything your library does now. Every program, every website, every "good morning" that is uttered sends a message:

- "You are welcome at the library."
- "The library wants to help you help yourself."
- "The library has something unique for you."

These messages are marketing. Intentional marketing helps you to focus all of your messages and to make sure that they say what you want them to say. This saves time, money, and energy.

The good news is that your library already has most—and maybe all—of the building blocks needed to market intentionally. The other good news is that intentional marketing

takes some added thought but no additional cash. You do not have to spend any more money than you already had planned to spend. In fact, intentional marketing may save you both money and time, while maximizing the effect of your marketing efforts. The bad news . . . still waiting to find some.

ⓖ Being Seen Doing Good Work

Intentional Marketing is a unified marketing approach that helps your library be seen doing good work. It is the third prong in the triumvirate—service, funding, marketing—that libraries must keep in mind if they are going to thrive within their organizations and communities. These three prongs are tightly interrelated. Intentional marketing cannot hide poor service. However, it can ensure that high-quality service is recognized and sought after. That recognition is necessary for libraries to maintain their funding because it is no longer enough for libraries to merely do good work. Libraries must be *seen* doing good work.

Intentional marketing is a mind-set, not a set of marketing tactics. Branding is part of it, but intentional marketing is much deeper than branding. Branding seeks to *remind* people of your library when they see a particular graphic or hear a slogan. Intentional marketing seeks to *position* your library positively in the minds of users and potential users. *Intentional marketing influences how people rank—or position—your library when they compare it to other information, entertainment, and life-enriching options.*

The marketing strategies and tactics discussed in chapters 3 through 11 are typical marketing actions. (See "Marketing Is More Than Just Public Relations" textbox.) They

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IGNORE THE 4 P'S: INTENTIONAL MARKETING IS ALL ABOUT POSITION

Well, okay, you do not have to completely ignore the 4 P's—Product, Price, Place, and Promotion—of marketing theory. In fact, use them when marketing *individual* services or parts of your library collections. However, the very same focus that makes the 4 P's so effective at marketing *specific* products, has limited utility when marketing a multifaceted library as a whole.

"Positioning" begins where the 4 P's end. Positioning is marketing that builds and maintains relationships. It influences where the library ranks in the hearts and minds of stakeholders. Table 1.1 summarizes the differences between the 4 P's and Positioning, as the concepts are used in this book.

The 4 P's are effective for "one-and-done" products. Positioning takes all the one-and-dones, and weaves them into a relationship with library stakeholders. Positioning markets the whole library, not the individual product du jour, and strengthens ongoing, long-term relationships with stakeholders.

Maintaining these relationships can feel overwhelming at times. However, positioning carries with it this promise: one product will not make or break your library. When something goes wrong, your library's other strengths will keep the stakeholder-library relationship strong.

Table 1.1. The 4 P's of Marketing vs. Positioning

PRODUCT, PRICE, PLACE, AND PROMOTION	POSITIONING
Product-focused	Stakeholder-focused
Limited time frame	Years-long time frame
One product/service	All products/services
Specific locations	All locations
Specific cost (includes time, travel, etc.)	Varying costs
Stakeholders (including staff) view library as separate from the products	Stakeholders (including staff) view library *as* the product
Library can be replaced by a similar, cheaper, or more convenient provider	Library cannot be replaced because stakeholders value the stakeholder-library relationship

are often used individually. However, they become exponentially more effective when used in tandem. That shows your stakeholders how your library's actions are linked. It enables stakeholders to view the library as something larger than a single program or product. The impact of your marketing becomes cumulative.

For example, most public libraries hold story times. If a library promotes just those story times, and only via in-house flyers and the library website, then the library is sending the messages below to a *limited audience*:

- The library has programming for children.
- Library staff believes that children should be exposed to reading.

However, the library could make a very small intentional marketing adjustment by:

- Including several parenting resources in the listing
- Explaining how story times can affect future school performance
- Providing flyers to preschools and other organizations to distribute

This intentional marketing change sends the messages below to a *wider audience*:

- The library has programming for children.
- Library staff believes that children should be exposed to reading.
- The library has resources for parents and teachers.
- The library can enrich family life beyond something-to-do-with-your-kid-on-Saturday-morning programs.
- Library staff wants to help you help your child succeed, not just now but later in life, too.
- Other organizations (schools, religious institutions, etc.) recognize that the library is a valuable resource for families.

Of course, many libraries already cross-market in this manner because they recognize that the cumulative effect is more powerful than marketing things separately. Intentional marketing helps you build this synergy into all of your marketing efforts.

> ## MARKETING IS MORE THAN JUST PUBLIC RELATIONS
>
> Quite often, when people say "marketing," they are really referring to individual marketing tactics like the ones listed below. Marketing tactics are strategic methods of promoting your library. They are defined in many ways, but this author differentiates between "marketing" and "marketing tactics" by their depth and time frame. *Marketing is organization-deep and ongoing. Marketing tactics skim the surface, and they have a beginning and an end.* Marketing tactics include:
>
> - Public Relations (PR) (includes community relationships, word-of-mouth marketing [WOMM], volunteer activities, advocacy, fund-raising, current awareness services)
> - Communications (includes social media, media relations, promotions, fliers, brochures, calendars, direct marketing, newsletters, annual reports, articles, advertising)
> - Programing and special events
> - Displays
> - Branding (includes standards, logos, templates, graphics, slogans, prepared scripts for common staff-customer interactions, dress codes, signage)
>
> Many of these tactics are discussed in the coming chapters. They are effective when used individually. However, they become exponentially more effective when you weave them into a unified approach that helps your library be seen "doing good."

The Intentional Marketing Framework

The intentional marketing framework embraces these concepts:

- All libraries are a combination of a place, a collection, and the librarian skill set. *These are primary library functions.*
- Your library's mission, vision, and values statements define why your *particular* library exists, where it is headed, and how it mixes place, collection, and the librarian skill set.
- Your strategic plan interprets how your library intends to implement your mission, vision, and values statements for your library's particular stakeholders. (See appendix C for a sample strategic plan.)
- All of the library's secondary functions reflect the strategic plan.
- Feedback, both intentionally gathered and unsolicited, loops around to inform and refine the library's mission, vision, values, and strategic plan.
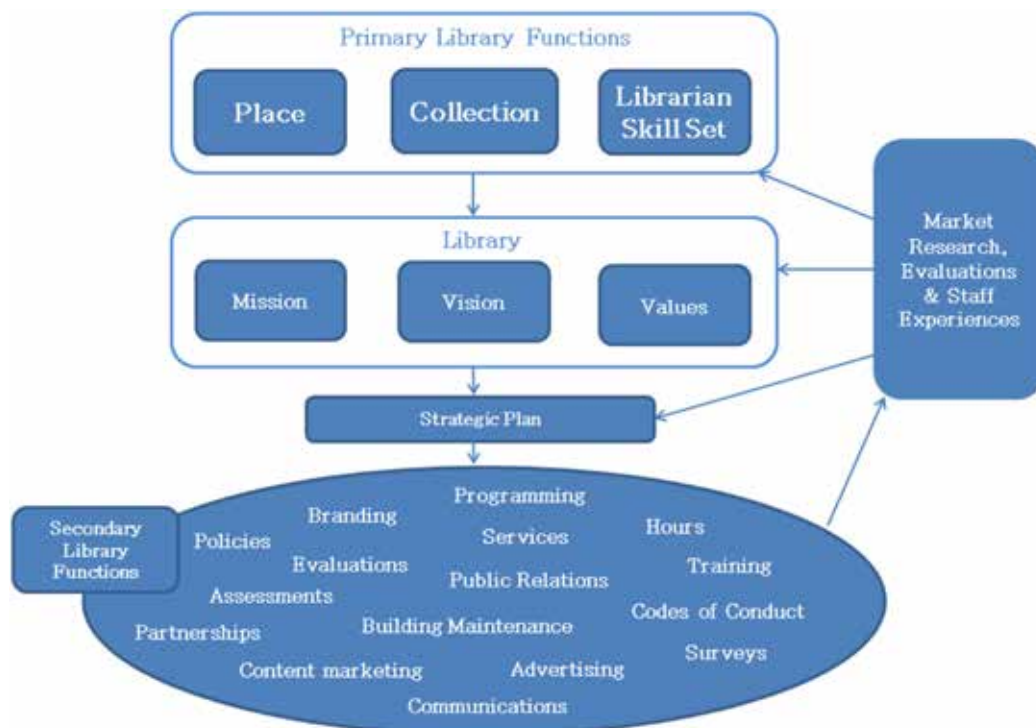
Figure 1.1. Intentional marketing framework.

Marketing becomes intentional when you consciously apply the framework to ensure that every resource list, every Web post, every display, and every policy furthers your library's mission and strategic plan. That helps you to deploy a consistent, library-wide approach that:

- Emphasizes that *everything* is marketing
- Communicates a unified message about what your library is and does
- Assesses and addresses the needs and wants of library stakeholders in a measurable way
- Builds and maintains library-user relationships by being user-centric, not product-centric
- Ensures that your library remains relevant in an ever-changing environment
- Lets you be recognized by library stakeholders as a unique provider

Let us examine these components.

Everything Is Marketing

Regis McKenna's famous realization that "everything is marketing" seems like a no-brainer today. But in 1991, it was revolutionary. He emphasized that everyone in an organization is always sending messages to users and potential users. Marketing became "part of everyone's job description, from the receptionists to the board of directors" (McKenna, 1991, p. 66).

Intentional marketing emphasizes that marketing is not just about PR, branding, and communications. It includes every program, every tweet, every book, every library policy, every staff member interaction, and every burnt-out lightbulb, because all of those send messages.

Communicate a Unified Message about What Your Library Is and Does

Being aware that everything sends a message helps you to send only intended messages. Unifying your library's messages takes that a step further. It helps to limit mixed-message drama *and* gives you the power of repetition. Marketing literature disagrees on the exact number of times that something should be repeated for maximum benefit—currently it is between seven and twenty—but it is well established that getting the same message multiple times in multiple ways reinforces it in the recipient.

What messages do you want to send about your library? Review your library's mission statement. Most libraries' statements say something about the library being a unique information, entertainment, and life-enriching resource. (See "Sample Mission Statements" in appendix A.) Does yours reflect that? Does it convey the message you want to send about your library going forward? Or does it reflect your library as it was five years ago?

Assess and Address the Needs and Wants of Library Stakeholders in a Measurable Way

The tools in appendix B: "Who Is "Buying" Your Library?" can help you define your library's stakeholders and their needs and wants. However, very broadly, your stakeholders include:

- Library staff
- Administration
- Users
- Potential users
- Funding sources
- The larger organization or community

Research will help you discover your stakeholders' needs and wants. You do not, however, always have to conduct market research yourself. Someone else's work can generate ideas, too. For example, in 2015, 24 percent of the respondents to a Pew Research Center survey felt that their local libraries "help 'a lot' in deciding what information they can trust." In the 2016 survey, that figure had increased to 37 percent. Those findings might trigger information literacy programming ideas that fit your library's stakeholder needs.

Build and Maintain Library-User Relationships by Positioning Your Library as User-Centric, Not Product-Centric

In "Marketing Myopia," Theodore Levitt explains that railroads did not decline because people did not need transportation anymore. The opposite was true—people needed more transportation. Railroads declined because they were product-centric, rather than user-centric. They focused on a product—railroads—and ignored user needs for other transportation formats.

Libraries face a similar situation. The world is changing rapidly, but people still want what libraries provide. In fact, people want more of it. They want *more* access to more information, more entertainment, and more life-enriching experiences. However, many library stakeholders mistakenly assume that libraries are about a product: books. They do not recognize that libraries are about user needs for information, entertainment, and life-enriching experiences.

This misperception causes people to not use libraries. Intentional marketing helps you combat this. Show library users and potential users that you hear and honor their concerns. Let them know "what's in it for them."

Use the survey data to inspire a great information literacy program or resource collection. However, do not *just* plan a program or resource collection. Promote it with suggestions of how this program will contribute to users' lives through improved homework, more authoritative legal briefs, or in being better informed. This can reposition your library in people's minds. It helps *people see your library doing good*.

Ensure That Your Library Remains Relevant in an Ever-Changing Environment

Your library's environment—community needs, materials formats, and user populations—is always evolving. Your library's mission, vision, values, and goals must keep up with the changes. If they do not, your library becomes less responsive to its community, less relevant, *less valuable*. Use the tools in appendixes A and B to revisit these components at least every five years to ensure that they still apply.

Be Recognized by Library Stakeholders as a Unique Provider

It is all very well to say that your library must be recognized by library stakeholders as a unique provider, but what exactly does your library provide? How is it unique? Well, at their most fundamental, all libraries provide:

- A place
- A collection
- The librarian skill set

These are your library's primary functions.

A Place

Libraries provide a sense of "place." The place can be real or virtual, large or small, old or modern, welcoming or not. It might be a gathering place or a place of solitary study. The emotional responses that users have when they enter your library's space—real or virtual—can range from fear of appearing foolish to relief at an answer, irritation with dropped connection, or feelings of comfort. Those feelings can encourage users to engage with a librarian or deter them from ever returning.

How do people experience your library as a place? Consider the building and outside environment. As much as possible, it should convey, "This is *your* library. Come in. You are welcome here." (See snapshot 1.1 at the end of the chapter.)

Intentional marketing recognizes that secondary library functions and spaces can matter as much as the building itself. Consider the impact that these secondary functions can have:

- Staff training. Is the staff welcoming and respectful to all users? Do they know library policies and apply them evenly? Do they treat each other well?

- Library policies. What are your library's user codes of conduct? Do the hours mirror your community's needs? How are policies conveyed to library stakeholders?
- Virtual spaces. What does your library website look like on a mobile device? Are complicated passwords needed? Is the online experience passive or interactive?
- Designated physical spaces. Is there an area just for teens? Are meeting rooms and computers available? Are there quiet zones? Is there a makerspace? (See snapshot 1.2 at the end of the chapter.)

All of these factors send messages about your library as a place. They market your library and can help stakeholders make the emotional leap from "*the* library" to "*my* library."

A Collection

Of course, a place without a collection is not a library at all—it is just a place. The gestalt of your collection, the mix of content and formats, is part of what makes your library unique. How you manage it can determine whether library stakeholders value—or even know about—your collection.

Pop-up displays, WOMM, digitizing, and other marketing strategies are discussed later in the book. However, intentional marketing embraces the notion that small actions have a big impact. Consider the messages that the two library staples described below—weeding and appropriate signage—can send.

Weeding. Weeded items can be powerful marketing tools. First, removing unused materials from public shelves *shows* users that your library is aware of their current needs. Second, many times people want weeded items for their very own. Consider offering purged items to your stakeholders. This increases stakeholder awareness and encourages people to open your emails because you might be giving away something that they want. (See snapshot 1.3 at the end of the chapter.)

Appropriate signage. Most libraries removed VHS tapes from their collections years ago. However, there may be a resource very dear to your particular library stakeholders that is *only* available on VHS. In that case, your library will probably have the VHS tape *and* a machine to play it on. How you present that can have an effect on how your stakeholders view your library. Consider these two possible signs:

"The Fabulous World of Libraries" is available in VHS format.
Please ask a staff member for help with the VHS machine.

We understand that you may want to watch "The Fabulous World of Libraries."
It is only available in VHS format, and copyright laws do not allow us to digitize it.
So we have a VHS machine (really!) that you may use.
Please ask a staff member for help.

Both signs let library stakeholders know that the library has the resource. Both signs let stakeholders know that the library has a way to watch it. The similarities end there. Sign 1 *implies* that the library cares about the users' need for this resource. It does not explicitly say so. Nor does sign 1 indicate that VHS is unusual, leaving users to suspect that the library is severely out-of-date.
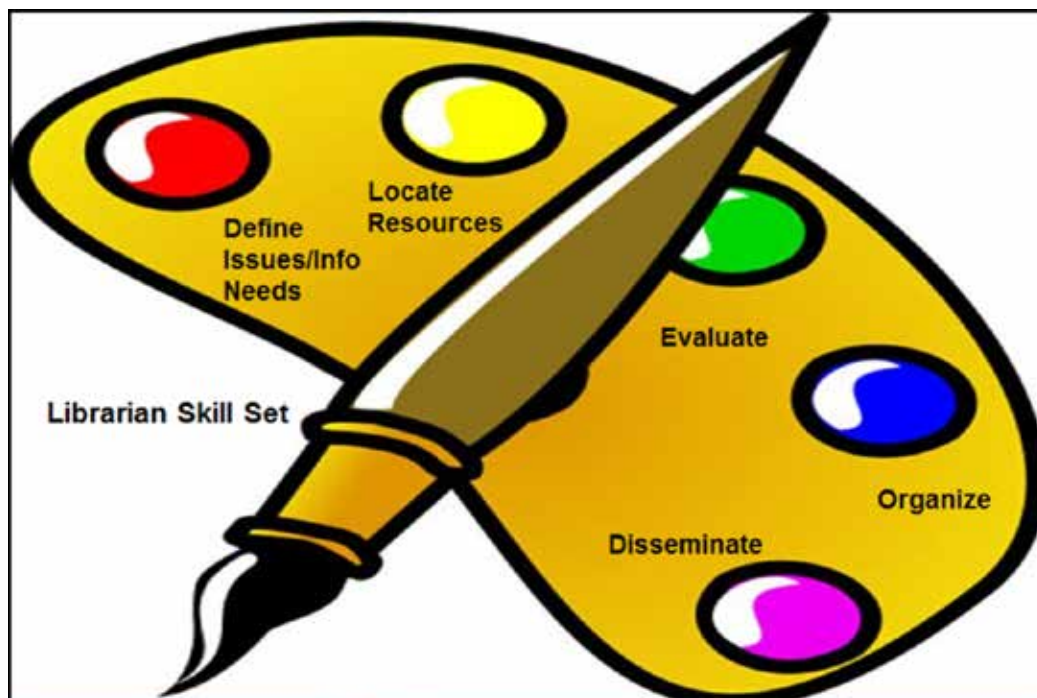
Figure 1.2. The librarian skill set.

On the other hand, sign 2—the intentional marketing sign—*shows* users that the library is aware of their current needs. With just a few words, sign 2 acknowledges that VHS is outdated, that copyright is important, and explains why expectations (digitizing) may not be met. The conversational tone invites users to think of the library as an up-to-date partner that cares about meeting their reasonable needs. *Sign 2 shows the library doing good.*

It is important to note that no amount of marketing will make up for an unresponsive collection. But, when you show your stakeholders that your collection reflects their needs in content, format, and accessibility, it positions your library well within their minds and hearts.

The Librarian Skill Set

The first two basics that libraries provide—a place and a collection—are what is often identified as "the library." However, it is the librarian skill set that transforms a place with a collection into a library.

Library stakeholders often do not use, or even recognize, the depth and breadth of this skill set. The librarian skill set includes the ability to:

Define the issue and needed information. The reference interview is an excellent template for clarifying what information is needed about the who, what, when, where, why, and how of any issue. This skill is an invaluable tool for answering information requests and targeting Current Awareness Services. However, its use goes far beyond that. You can use it to identify emerging issues and to plan classes, programming, collections, and space changes. (See "Practicing Assertive Reference" textbox.)

Locate responsive information. This includes deep, complex research, as well as simple retrieval. Librarians are trained to scour resources in many formats to find information.

Evaluate information resources. New evaluation challenges have risen with the Digital Age, prompting the occasional, "Wikipedia can be a good place to start, but let me show you some medical databases and websites." Librarians value accuracy, authenticity, and authoritativeness. Library users usually do, too, but they may not recognize it by those terms.

Organize information in a searchable manner. Today, terabytes of information are readily available to everyone. However, if users cannot isolate the information they need, it does not matter how much information they find. Librarians are trained to organize information so it can be used. It is not that "librarians have all the answers, but that . . . librarians (are) a guide and a mediator through the labyrinth of information that is now available at the click of a mouse" (Nunn and Ruane, p. 297).

Disseminate information. Once librarians find, evaluate, and organize information, they share it appropriately.

A place, a collection, and the library skill set. Every library fills these three primary functions. The way your library defines these functions via its mission, vision, and values statements is what makes your library unique.

PRACTICING ASSERTIVE REFERENCE

Marketing tip: The librarian skill set adds value to stakeholder–library interactions. Flaunt it!

Assertive reference shows—not tells—library users how librarian skills can serve them. As S. Blair Kauffman noted at the Duke University Symposium on The Twenty-First Century Law Library, many library users think that good research is just a simple Google-search away. As long as library users think that, they will not ask a librarian for help. To combat that erroneous cerebration, librarians must:

- Approach people who are looking for something but not asking questions
- Help them define what they are looking for
- Show them what resources the library has that answer their needs
- Demonstrate how to use the resources, if necessary

"You have to approach them," Kauffman says. "You have to walk up to them. Once you let people know how you can help them, demand booms."

◉ Using the Intentional Marketing Approach to Increase Your Marketing Effectiveness

Your library is often the only provider offering this combination of place, collection, and skills to your stakeholders. Your challenge is to make people aware of how that combination can benefit them. The coming chapters discuss various marketing tactics, such as word-of-mouth and content marketing, that will help you to show stakeholders what you have for them.

Each chapter includes an "Applying the Intentional Marketing Approach" questionnaire like the one below. Obviously, the questions in these sections will not be

all-inclusive. Use them to jump-start your own intentional thought process. Here is an example applying the approach to something that you may not have considered as a marketing message: the outside of your library.

◎ Applying the Intentional Marketing Approach to the Outside of Your Library

- Emphasize that *everything* is marketing. (Remind yourself that the outside of your library sends messages about your library. What messages do you intend it to send?)
- Communicate a unified message about what your library is and does. (Can you tell that it is a library? Is the signage clear? Is the exterior welcoming? Is it clean? When you look through the windows, does it look welcoming?)
- Assess and address the needs and wants of library stakeholders in a measurable way. (Is anything blocking the doors or ramps? Are the doors open? Do people feel safe walking into your library? Is snow or ice on the walk? Are book and video drops accessible and open? Are the hours posted prominently? Is a bike rack needed?)
- Build and maintain library-user relationships by being user-centric, not product-centric. (Are there seats outside your library? Are there places for people to wait? Are those places attractive? Could your library partner with a gardening club or arts organization to make them more so? Are there trash cans? How often are they emptied?)
- Ensure that your library remains relevant in an ever-changing environment. (Is additional parking needed? Does the signage need to be multilingual? Are you accessible?)
- Be recognized by library stakeholders as a unique provider. (What is the *actual* impact of the outside of your library on stakeholders? Does the outside of your library instill a feeling of community pride and belonging? Does it somehow reflect your library mission, vision, and values statements?)

Now, after you have surveyed the outside of your library, ask yourself, "Does your library intend to send the messages that the outside of your library actually sends?" Tweak accordingly.

◎ Key Points

- Intentional marketing is a user-centric approach that shows your library doing good work.
- Intentional marketing ties all library actions to mission, vision, and value statements.
- Your library is a unique mix of place, collection, and the librarian skill set.

◎ Resources

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⟳ Snapshot 1.1: An Expanded Sense of Place

Marketing tip: Help build people's emotional ties to your library, so they see it as a "place" and not just a building.

An effective intentional marketing effort increases the positive "sense of place" that your library provides.

A great intentional marketing effort increases the sense of ownership that library stakeholders have. It gives stakeholders a visceral feeling that *this* is *my* library.

But an intentional marketing effort that expands the sense of place and feeling of ownership so well and so deeply that a city officially designates several downtown blocks as the Library District? That is flat-out fabulous.

The Kansas City Public Library (Missouri) has been a vibrant part of the city's life since 1873. In 1999, the library started renovating the old First National Bank of Kansas City into a new main library. The resulting building honors both the library's book-filled history and its ongoing place as a high-tech information hub. The exterior includes a staircase made of giant "books" and a visually stunning, 9-meter-high "Community Bookshelf." It wraps around an interior that is as connected-as-connected-can-be.

Figure 1.3. Kansas City Public Library's book-shaped stairs and the garage's colorful "community bookshelf" beckon even casual passersby. *Photo courtesy of the Kansas City Public Library*

Community input on the renovation was welcomed in a way that subtly, but continually, reminds residents that their opinions matter to the library. Among other things, local residents voted on the twenty-two titles displayed on the Community Bookshelf. This kind of community engagement can build a sense of library ownership among stakeholders, even if they never set foot in the library.

You can see the library from blocks away. That helps to expand the library's sense of place. In addition, the city has formally designated the multi-block area around the library as the Library District. City signs direct people to the Library District. Those signs do more than provide directions. They tell residents and visitors alike that, "Our library helps to define Kansas City. It is something worth boasting about."

◎ Snapshot 1.2: A User-Defined Makerspace at the Chattanooga Public Library

Marketing tip: Keep listening to your library's users and potential users. They will tell what they need the library to be now.

There is no charge to use the 4th Floor makerspace equipment or room at the Chattanooga Public Library (CPL).

"We only charge for materials," says CPL director Corinne Hill. "There's only one requirement to use the machines. People have to have a free library card. That's because once you have people in the door, they are yours.

"The CEO of one of the business start-ups asked me how we could afford that," Hill continues. "I told him that it was his taxes at work. 'You give me $34 each year,' I said. 'And look at what you get.' He laughed, and said that he never thought he'd be happy to pay his taxes."

Makerspaces provide people with space, equipment, and technology to create. Some focus on business resources, others have recording studios or crafting equipment. They are a relatively new library offering, and it may be hard to convince some library stakeholders that a makerspace can fulfill your library's mission and vision statements.

Figure 1.4. CPL's fourth floor in 2012, before it became the library's makerspace. *Photo courtesy of Mary Barnett of the Chattanooga Public Library*

Figure 1.5. Library users can put on public programs in CPL's fourth floor's makerspace special event area. *Photo courtesy of Mary Barnett of the Chattanooga Public Library*

Fortunately, several things aligned in 2012 to allow CPL's 4th Floor makerspace project to move forward:

- CPL's mission ("To be the community's catalyst for lifelong learning") and vision ("An inspired, connected, and engaged Chattanooga") statements were broad enough to include a makerspace.
- Hill was hired to refocus the library and had strong support from the library board, several key staff members, and the arts and business communities.
- CPL received a Library Services and Technology Act (LSTA) grant to pay for the 3-D printer, tables, and other initial equipment.
- The library had space—a 12,000-square-foot storeroom on the fourth floor.

Hill did not create a makerspace just to shake things up. This had been a long-term goal of hers. When the financial bust hit Dallas in 2008, she was acting director in a Dallas-area library system. Her library faced huge budget cuts, but she was not permitted to close branches or cut hours. Hill began contemplating a possible new role for libraries as a business incubator.

"We knew that we couldn't deliver the same services that we had always done," Hill says. "We had to rethink what the community needed from us. We had to rethink what the library was."

What Hill found was that community members were coming to the library for job information. "People were telling us that there were no jobs available, that they needed to make their own jobs, build their own businesses. They needed information, space, and equipment. If the library was going to remain engaged with the community, we couldn't just distribute content anymore. We had to be a space where people could *create* content."

Hill faced a similar economic environment when she joined Chattanooga in 2012. She—along with the library's staff, board, and community—redefined the library. It now included both "traditional library spaces [which] support the consumption of knowledge" and a space that "supports the production, connection, and sharing of knowledge by offering access to tools and instruction." This led to the fourth-floor makerspace.

Library staff encourages the community to help define the fourth-floor space. "We let people rearrange the furniture," Hill says. "For some reason that's a big deal, and people love it. If they want to push tables together to have a meeting, that's fine. It makes them feel that it's their space, and we want them to feel that way, because it is theirs."

The fourth floor's operating structure is informal. Library staff lets library users put on public programs and to be the experts. People can write their requests on a white board under the headings "Things I Want to Learn" or "Things I Want to Teach." They can also fill out small cards with the same information.

"We reject the role of 'expert,'" Hill says. "We may get a donated machine that we don't know how to use, and that's okay. One man called to complain that a machine wasn't working. We told him that it wasn't broken, we just didn't know how to use it, and would he come help us figure out how it worked. He did."

Hill notes that the most effective publicity for the fourth-floor project is word of mouth. "Chattanooga is really a small town," she says. "People talk. And your staff is key. We have people who work here, who, when they leave work, they're still talking about their jobs. They tell their friends and families about the space. Word gets around. For example, [one staff member] belonged to an online IT group. Most of the group's members lived in the area, but they had never met face-to-face. So, he invited them to meet on the fourth floor."

The IT group started meeting regularly there. So did the local chapter of a design organization and, as word got around, other businesses and organizations. Over the past five years, the fourth-floor makerspace has become a tremendous marketing tool for the library. It has increased library usage and raised the library's profile within the community. Consider:

- Chattanooga has a population of about 170,000. In fiscal year 2012 (July 2011–June 2012), circulation among the four branches was 600,000. By fiscal year 2017, circulation had grown by 66 percent, to one million.
- Once in the library, or on the fourth-floor Web page, users learn about the library's extensive collection of business periodicals, Hoopla media service, and Gale classes.
- Major donors, including the Benwood Foundation and the Lynhurst Foundation, regularly refer business start-ups to the library for assistance.
- In 2017, responding to community demand, the library opened a recording studio as a second makerspace. The local newspaper broadcasts once a week from the studio.
- New community partnerships were formed, including one with CO.LAB (The Company Lab) to support entrepreneurs. Another partnership, this one with the local chapter of the American Institute of Graphic Artists (AIGA), exchanges programs and design work for regular meeting space and the use of the equipment. A third, with Vayner Media, exchanged an audit of the library's social media for access to the recording studio.

"The fourth floor has really taken off. But," Hill cautions, "this is not a 'plug and play' project that solves all your PR problems. Not everyone loved the idea. There was some blow-back. It only worked because the leadership in Chattanooga worked together, and because people were willing to see the library in a new way. We still need to be engaged with the community, to hear what they need and want the fourth floor to be. That won't ever stop."

⦿ Snapshot 1.3: The Great Government Documents Give-Away

Marketing tip: Everything—even discards—can be used for marketing.

U.S. laws require that all branches of the federal government keep the public informed of what they are doing. Since the government explores everything that can be thought of, the information it produces is equally far-reaching. Government documents (gov docs) librarians curate collections that include materials as varied as:

- In-depth, online studies of other nations
- Booklets on tornadoes, French paintings at the National Gallery, and fossils in Ohio
- 1950s military specifications for paint
- Colorful posters describing childhood development, insects, and supernova

Government information documents what the nation and its people are and where they have been. It can be used to teach science and history, art and sociology. It can provide legal or medical information and the background knowledge necessary to understand complex issues. It can keep the public informed of what government does.

If people know about it.

"Ways to get the gov docs message out" was the main topic of conversation at the 2017 Government Documents Roundtable (GODORT) of Ohio spring meeting. There was no panel of marketing experts, no high-tech video presentation. The discussion grew organically from a heightened anxiety about information accuracy, disappearing government information, and information literacy. Members agreed that gov docs librarians and collections could contribute heavily to these conversations, but how? Attendees threw out ideas, including:

- Presenting at conferences for teachers and home-schoolers
- Writing about digitization projects
- Public service announcements
- Posting gov docs display ideas to the listserv
- Designing future GODORT meetings to attract people who were not gov docs librarians, people who might not be librarians at all

A theme emerged. Too few people outside of libraries know that gov docs exist. Before people could find and use gov docs, they had to know about them. Marketing outside of the individual libraries was needed. Members wanted GODORT to take the lead.

This is a major shift from GODORT's previous role. Apart from annual gov docs displays in the Ohio Statehouse since 2014, GODORT has been an inward-facing organization. It emphasized mutual support and ways to best perform the members' federal depository duties of preservation in an online landscape. Marketing to the general public was an afterthought.

However, times change and needs evolve. Members recognized reasons to expand marketing beyond library walls, and they needed GODORT's help to do it. One major advantage in all this is that GODORT is a member organization, with no staff. It is a "we." So, members were able to quickly draft a goal declaring that *GODORT will intentionally work to increase public awareness of the roles and uses of government information.*

Of course, one major drawback in all this is that GODORT is a member organization, with no staff. It is a "we." Therefore, all increased marketing efforts fall on the same librarians who already have too little time to market their own collections. To resolve that

conundrum, members decided to expand and tweak already existing activities. Within days, GODORT members got a chance to put that new approach into practice.

This author had occasionally shared weeded gov docs with two local school librarians. It was not an intentional marketing project—there was no overarching strategy, no defined process, no real goals other than a general wish to:

- Provide free classroom materials for teachers
- Increase student use of primary sources
- Keep things out of the landfills

What is a government document?

A government document is an official publication of a government agency, whether it is international, federal, state, county or city. What you may consider typical government documents such as laws, codes, rules and regulations, census publications, etc., are only a small portion of the government's collection. The collection ranges from pamphlets on current popular topics to highly technical and scientific studies on any subject imaginable, as well as maps, charts and posters.

There are 51 Federal Documents Depositories in Ohio. All of these libraries, whether in universities, public libraries or government buildings, guarantee access to their government documents collections. A complete list of depositories in Ohio can be found at: catalog.gpo.gov/fdlpdir

Government Resources for Educators and Kids

Publications.USA.gov — Order electronic publications or download electronic versions of many Federal documents.

NASA resources for educators: Search hundreds of resources by subject, grade level, type and keyword. These lesson plans and teaching materials support your STEM curriculum. nasa.gov/audience/foreducators

Ben's Guide to the U.S. Government, a service of the Government Publishing Office (GPO), is designed to inform students, parents, and educators about the Federal Government, which issues the publications and information products disseminated by the GPO's Federal Depository Library Program. bensguide.gpo.gov

Kids.gov is the official kids' portal for the U.S. government. We link kids, parents and teachers to information and services on the web from government agencies, schools, and educational organizations, all geared to the learning level and interest of kids. kids.usa.gov/government

Figure 1.6. What is a government document? *Reprinted with permission of the Ohio Government Documents Round Table*

After the spring meeting, this ad hoc project got a lot more intentional. When the librarian at Heidelberg University weeded several hundred posters from NASA and the EPA from her collection, GODORT members developed specific goals for their distribution. The project was now intended to:

- Show people outside of libraries that gov docs exist
- Prove that gov docs can aid, inform, and entertain
- Give people simple ways to find gov docs
- Increase use of primary sources
- Provide free classroom materials for teachers
- Keep things out of the landfills

Project administration was minimal. A three-line "Free Posters for Teachers" ad on Craig's List received 147 responses in less than forty-eight hours. Many responders expressed surprise that these posters were "government documents."

The Bexley Public Library gave GODORT space to distribute the posters. GODORT members at the State Library of Ohio quickly created a flyer to distribute (see fig. 1.6).

It would be lovely to report that all 147 respondents appeared, that everyone praised gov docs, and that they swore that their lives were changed forever. That did not happen. What did happen was that:

- Everyone who read the Craig's List ad received a PDF version of the flyer.
- Thirty-three people and the library's children's department took posters. They included librarians, teachers, students, and home-schoolers.
- Seventy-five paper versions of the flyer were distributed.
- About 90 percent of the posters were kept out of the landfill.

Evaluation is a critical part of intentional marketing, and one must always ask, "Are the results worth the efforts to replicate?" In this case, yes, but with a tweak. Those results cost about five hours of member time, and one hundred sheets of copy paper. All of the intended outcomes were satisfied, so the giveaway concept is viable. But, given everyone's time constraints, even five hours can be a stretch-too-far for limited outreach. So, GODORT members plan to increase the outreach of similar projects by taking advantage of built-in audiences at community festivals, and at teachers' and home-schoolers' conventions. Future gov docs "pop-ups" will be intentional.

Cultivating Your Library's #1 Stakeholder Group and Marketing Force

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IN THIS CHAPTER

▷ Staff, your #1 marketing force

▷ Culture audit 101

▷ Elevator scripts and other tools

APPENDIX B DISCUSSES stakeholders groups in more depth. However, staff is your library's number one stakeholder group, and its primary marketing force. In fact, staff is your library's number one stakeholder group *because* it is the library's primary marketing force.

No-Cost Marketing, All Day, Every Day

This may surprise some people who think that the library's board of trustees, or other governing body, should be the number one stakeholder group. And, yes, those stakeholders are vital to library funding. However, those stakeholders cannot be impressed favorably—they cannot be sold on your library—if your library does not offer a good "product." No amount of marketing will leave stakeholders with a good impression if your library's delivery of place, collection, and the librarian skill set is of poor quality.

Library staff is responsible for the delivery of place, collection, and the librarian skill set. When staff performs their jobs well—when the place is clean, the collection responsive, the programs relevant—they are marketing your library well. But, many library staff members do not consider how their work habits market the library, all day, every day. Some staff members might be surprised to learn that they have any influence at all.

Since staff members' actions can help library users make the emotional leap from "*the library*" to "*my* library" (and vice versa), your first marketing task is to ensure that staff:

- Values the library
- Understands that the library cannot exist without the other stakeholders
- Recognizes—and acts as if they recognize—that their job performance affects how other stakeholders view the library (because it does)

⊚ Reviewing Your Library's Culture

Your library's staff may already do those three things. However, the only way to know that is to review your library's culture. For the purposes of this book, your library's culture is defined as the behaviors, values, beliefs, and norms that are currently operating at your library. A culture audit will help you to tease out that information. Check with your library's human resources department (HR) to see if they have already done a culture audit. Culture audits begin with easy-to-identify variables, such as:

- Library mission, vision, and values statements
- Required education and experience
- Organizational charts
- The presence of a Friends of the Library group and/or other volunteers (see the following textbox)
- *Written* codes of library behavior, career paths, training opportunities, and how staff members are *formally* recognized for achievements.

NOT QUITE STAFF, MORE THAN CASUAL STAKEHOLDERS

Friends of the Library and other volunteers do not qualify as staff. However, if you have them, volunteers are definitely a part of your library's culture. Friends and other volunteers feel that your library is their library, too. They love it. That can be a little rough if the library is changing in ways that they do not approve of. But, for the most part, volunteers are wonderful to have because they put their time, talents, contacts, and cash to work for their library.

Volunteer groups can be a powerful marketing tool because they enjoy spreading the word about *their* library. You can guide their library-oriented conversations by keeping them up-to-date on what is happening with your library. That way, when they talk about your library to outside stakeholders, they are sharing correct information that is consistent with what your library staff is saying.

Culture audits do not, however, stop with the official version of library culture. To be useful, culture audits must also look at squishy, informal variables, such as:

- How well staff understands and buys into the library's mission, vision, and values
- The actual behaviors and attitudes of management and staff
- Staff comfort levels (see the following textbox)
- How staff deals with other stakeholders (see snapshot 2.1 at the end of the chapter)

- Shared language, terminology, and symbols
- *Actual* career paths, training opportunities, and recognition for achievements
- *Unwritten* codes of library behavior, including how staff works together across departments (see snapshot 2.2 at the end of the chapter)

Your culture audit will tell you how things are actually done at your library. The "reveals" include everything from how decisions are made, to spending patterns, risk tolerance, unofficial uniforms, and communication style. It will tell you whether library staff members value your library and if they understand their powerful marketing role.

> ## SAFETY IS A MARKETING ISSUE
>
> It may seem cold and calculating to think of staff and library stakeholder safety as a marketing issue. However, you are marketing your library as a place. Therefore, it needs to be—and feel like—a safe place for staff and other stakeholders.
>
> None of the scripts offered in this chapter are designed to handle dangerous situations. Work with HR and local emergency services to develop a training that teaches staff to:
>
> - Recognize signs that indicate trouble
> - Use safety equipment, including defibrillators and emergency equipment
> - Follow protocol. Protocol can include foul weather scripts and when to alert management, other staff members, and emergency services.
>
> Giving your staff these tools lets them know that their safety is important to your library. It makes them feel valued.

Heard It on the Grapevine

Good news! Your culture audit shows that:

- Your staff values your library
- Your staff understands that your library cannot exist without the other stakeholders
- Your staff recognizes—and acts as if they recognize—that their job performance affects how other stakeholders view your library

Now, how can you help them communicate your library's value to *other* stakeholders? More good news! It requires time, thought, and preparation but no additional cash outlay.

That is because most people like talking about what they do. Your library's staff is no different. So, harness that cost-free marketing power by giving staff tools to help them promote your library via word-of-mouth marketing (WOMM).

WOMM is exactly what it sounds like, and a little bit more. It is extremely effective; studies show that people are much more likely to try something new if someone they know suggests it. What makes WOMM different from casual neighbor-to-neighbor, friend-to-friend, colleague-to-colleague chitty-chat is the intention behind the chitty-chat.

We discuss WOMM more in chapter 11. However, it deserves a mention here because staff is your library's most effective promotional force. Staff can spread the word

during conversations at school and at religious or athletic functions. They can talk up the library at the grocery store and at the bank. However, they can only do that if they actually know what is happening. Ways that libraries keep their staff up-to-date include:

- Face-to-face briefings on upcoming events
- Posting information on an intranet site
- Holding staff-only technology fairs
- Keeping notebooks with policy, programming, and database information at service desks
- Scheduling short brown-bags by collection managers
- Giving staff a way to report things that they hear from other stakeholders

This last point—giving staff a way to report the things that they hear—underlines the fact that the "grapevine" goes both ways. Outside stakeholders often tell staff about things going on in the larger community. Sharing this information among the staff helps your library keep the collection and services responsive to current needs.

Elevator Speeches and Other Scripts

Once your staff knows what is going on at your library, they will share it. Many libraries prepare sample scripts. (See snapshot 2.3 at the end of the chapter.) This helps staff members present an informed and consistent message. Script lengths depend on the topic and your stakeholders.

Get input on scripts from your staff on possible topics, wording, and tone. This reminds them that they are partners in maintaining your library's reputation as a trusted source of information. Encourage them to suggest additional scripts.

Writing an Elevator Speech

"So what's going on at the library?"

We have all heard this siren call. We have all felt gratitude that someone wants to hear about our fabulous library. We have all known the compelling need to tell them everything, *everything*, that is happening.

And we have all seen people's eyes glaze over in stunned boredom.

Resist the temptation. Recognize that the question is an invitation to conversation, not a monologue. So, instead of overwhelming unsuspecting questioners, send out an exploratory probe. Respond with the first line or two of your elevator speech. For example, if you are talking to a parent or teacher, answer, "We have an online resource that the kids can use when they have a report due the next day and the library has closed for the night. How great is that?"

If the other person shows interest, launch into the rest of your elevator speech.

Effective elevator speeches are pithy, personalized, and planned. They are called elevator speeches because you should be able to deliver one during a short elevator ride.

There are many online guides to writing elevator speeches; some of them are listed in "Resources" below. They usually include "Tell people what your business is." Writing a speech for your library is a little different because most people think they already know what your library does. Consider these steps when developing elevator speeches:

1. Think about the places outside your library where staff is likely to encounter other library stakeholders. Who are those other stakeholders?
2. Focus on one specific stakeholder group. What special things, what "unique selling propositions" (USPs), does your library have that will matter to this group?
3. Select one USP to promote. Effective elevator speeches are tightly focused because you do not have your listener's attention for long.
4. Write one opening sentence that conveys the USP *and* suggests a way to use it.
5. Add a question to engage listeners.
6. Craft a few more lines about the USP. Deliver them if the listener shows *real* interest.
7. End the speech by giving the listener, if interested, a way to follow up.
8. Encourage staff to practice the speeches.

Effective elevator speeches are user-centric. They tell listeners what is in it for them. They do not focus on what you want listeners to want, but what—based on your stakeholder knowledge—your listeners might reasonably be interested in.

Adding Value to All Interactions

Not all scripts are as long as an elevator speech. Effective "value-added" endings for common interactions between users and library staff can be one line. Every interaction—in person, by phone, via email, or via online chat—can include an offer that highlights your library as a place, a collection, or the librarian skill set. For example:

- Mention relevant databases to someone requesting help with online websites.
- Suggest that librarians might help a researcher create a search strategy.
- Point out your library's meeting and tutoring rooms.
- Hand the story-time schedule to people checking out children's books.

Each value-added ending should stress, "The library has something useful for you."

Scripting Your Way Around Trouble

Sometimes, there is a fine line between adding value and offending someone. For example, imagine that someone requests an Italian cookbook. Now, imagine the possible responses if you suggest that they look at the low-calorie cookbooks, too. Some people might appreciate it. Others . . . not so much.

Since staff members send powerful messages to other stakeholders, giving them tools to prepare for unexpected or uncomfortable situations is not "being negative." It is being proactive. It is being realistic about the fact that all of us can blurt the wrong thing when we are surprised or irritated. It is being intentional about the messages your library sends.

Use your knowledge of your stakeholders to develop short action scripts to ease potentially awkward interactions. You might role-play situations in which a library user:

- Asks to be addressed by an unusual name or pronoun
- Is technologically challenged
- Wants resources about abortion or another polarizing topic
- Wants resources about health issues or another potentially personal topic

Discussing these scenarios with staff gives everyone a chance to think about them before they happen. It is important to keep scripts emotion-neutral, professional, and focused on the stakeholder, not on the staff member.

Sometimes Librarians Have to "Just Say No"

It is tempting to try to be everything to everyone. After all, librarians have deep and wide-ranging wells of knowledge, resources, and gumption. Sometimes, though, user expectations do not match what your library actually offers. Library users may want anything from babysitting services to secretarial help, legal advice, medical services, or their papers written. If these services are truly within your library's scope, great. However, if they are *not* intentional, if they are not part of the strategic plan, then librarians have to "just say no." (See snapshot 2.4 at the end of the chapter.)

Saying "no" can be very difficult. Librarians are service-oriented, and we like to think of ourselves as team players. Many librarians, including this author, also like being known as the "go-to" person who can solve anything with a single bound to the computer, stacks, or phone. But straying from your library's mission in this manner can lead to:

- Poor service
- Increased liability
- Diminishing respect for librarians' professional skills and knowledge. Someone who implies that children's department staff should babysit or that reference staff should type term papers is devaluing the staff's expertise.

Refusing to do something does have its public relations risks. When a library user flounces angrily out of the library because you said "no," they may bad-mouth your library or just never return. Some of these people will not be mollified. However, others may (perhaps grudgingly) allow you to direct them toward actual library functions.

Help staff prepare courteous and professional scripts for saying "no" to common requests for nonlibrary functions. These scripts emphasize that your library has something unique to offer and that you are offering it to the user. Scripts vary with the type of library and mission, but all should include:

- A clear "The library does not _____" statement
- A reason that cannot be argued with, such as "It is library policy because (state the reasoning in the policy)."
- An offer of something that your library *does* provide that is related to the user's request. For example, professors who want librarians to read and digest all of the research for their papers will not often get *that* service. However, they may appreciate an annotated bibliography on the topic. Similarly, a user complaining that your library is not open twenty-four hours a day may be directed to online resources that meet the user's needs.

Applying the Intentional Marketing Approach to Developing Staff as the Library's #1 Marketing Force

Your library's HR department may be able to answer many of the questions posed below. Work with them to highlight the marketing aspects in trainings.

- Emphasize that *everything* is marketing. (Remind yourself that your library's staff and culture send messages about your library. What messages do they send? What messages do you want them to send?)
- Communicate a unified message about what your library is and does. (What beliefs and values drive your library? How do you communicate that to staff members? How do you make sure that your staff knows what your library offers?)
- Assess and address the needs and wants of library stakeholders in a measurable way. (What information does your staff feel that it needs? How do they get it? Is additional training needed? Do they have the tools to communicate a unified message to other stakeholders? Do they actually communicate it?)
- Build and maintain library-user relationships by being user-centric, not product-centric. (Is your library a pleasant place to work? How much of your library's internal culture, including expectations, is shared in writing? Are people encouraged to "play well with others"? Does administration actively support teamwork?)
- Ensure that your library remains relevant in an ever-changing environment. (Are staff members encouraged to promote library offerings via WOMM? Do you have staff-only training days? How does staff communicate their concerns to administration? What happens when they do?)
- Be recognized by library stakeholders as a unique provider. (How do you convey to your staff that, while your library may be similar to other libraries, it is unique? How do they convey that to other stakeholders?)

⊚ Key Points

- Library staff affects how other stakeholders view your library.
- A culture audit can identify how your library actually operates.
- Scripts can help library staff communicate a unified message.

⊚ Resources

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🌀 Snapshot 2.1: It Is a Matter of Trust

Marketing tip: Tailor your reference interview–part of the librarian skill set–to create an atmosphere of acceptance and trustworthiness.

Dealing with the public can be very uncomfortable.

"You have to have a high tolerance for weirdness," Ellen Smith (who spent many years working reference at the State Library of Ohio and at the time of this interview was the satellite librarian at the Joseph P. Kearney U.S. Courthouse Library, Sixth Circuit U.S. Court of Appeals) acknowledges. "But there's a lot you can learn from that. It helps you look at the world in a different way."

Smith regularly interacts with people of different races, ethnicities, religions, genders, weights, socioeconomic status, education levels, accents, ages, orientations, and political stances. For her, good customer service boils down to three words.

"It's about trust."

She elaborates. "Most people who are standing in front of you, asking for help, are there because they are not quite sure what they want. If they knew what they wanted, they'd go get it. I've learned to communicate an openness with my demeanor and body language so they feel comfortable with me."

Smith's approach to reference interviews reinforces that sense of openness. Often, a library user's initial question may have little relationship to the desired information. This can lead to nonresponsive answers and wasted time. Smith avoids this by gently insisting that they start at square one. She takes ownership of the process, alleviating any embarrassment that the library user might feel for having incorrect or incomplete information.

"I put it on me," Smith says. "I tell them, 'I have a process. That's the way I work. I have to start at the beginning.' So, I start asking them questions, and in the course of working through the process, what they want becomes clear in their own minds.

"They have to feel that you're open and competent," Smith continues. "They have to feel trust in *you*."

🌀 Snapshot 2.2: The Power of a Name

> Luck is what happens when preparation meets opportunity.
>
> —LUCIUS ANNAEUS SENECA (CA. 4 BC–AD 65)

Marketing tip: Renaming library divisions can reinforce both library value and staff teamwork.

One of the advantages of the intentional marketing thought process is that it can help you foresee many possible unintended consequences. However, we often consider only the possible *negative* consequences. We forget that there can be *positive* unintended consequences, as well. Sometimes intentional actions taken to alleviate one marketing problem have side effects that solve a second problem. That is called "lucking out."

Katie Brown (who was associate dean for Library Services at the Charlotte School of Law when the program in this snapshot was written and is now the deputy director of the Law Library, Charleston School of Law) lucked out. Her library was part of a larger organization, and her initial marketing problem was that the stakeholder in charge of library funding did not "get" libraries.

"We had a lot of challenges," Brown says. "Our CFO didn't understand libraries. He didn't get Tech Services. He thought that, because of the name, it was just like IT. So we had to do something a little radical to explain it to him."

Brown knew her CFO stakeholder had a business background. So, she repackaged the library in a way that would make sense to him. She merged the library's two front-facing divisions—Circulation and Reference—into one division called "Library User Experience." She renamed Tech Services "Core Operations."

"We told him that without these core services, items don't get put into the catalog, the proxies don't work," Brown says. "We said, 'All of the basic functionality that you guys love won't happen without Core Operations.' He got that. And Tech Services—now Core Operations—was finally valued the way that it deserves."

Reorganizing and renaming the divisions to educate the stakeholder in charge of library funding took care of Brown's initial marketing problem. It also eased a secondary marketing issue. Before the change, there had been some turf competition between Circulation and Reference. Workplace tensions of that sort often bleed into customer service, making everyone uncomfortable. And who wants to go to a library that makes them feel uncomfortable?

Combining the two divisions into Library User Experience put the focus on library users, instead of library roles. It was not an easy transition. However, because of the funding stakeholder, it was a necessary one. And after a little time, the rigid lines between front-facing staff members became malleable. The "us" versus "them" tension eased. The two former divisions worked as a team. The stakeholders—all of them—benefited.

◉ Snapshot 2.3: Talking Points at the Columbus Metropolitan Library

Marketing tip: Direct word-of-mouth marketing by giving library staff members the information they need to feel comfortable talking about the library.

The Columbus Metropolitan Library (CML) has received numerous awards for its bold, far-reaching, beautifully produced, multimedia marketing initiatives. But one of its most effective marketing tactics—the "talking points"—is practically invisible.

"Every interaction that staff has with our customers reflects who we are as an organization," says CML marketing manager Debra Pack. "So, to help our staff effectively tell our story, we provide talking points for key initiatives and programs."

CML's subject matter experts and marketing team create talking points (see fig. 2.1) to give staff members the facts they need to answer questions about CML. Talking points do the following:

1. Give stakeholders the information they want about library happenings
2. Help staff to communicate a consistent message
3. Encourage staff to talk about CML
4. Show staff that the library's administration supports them

Talking points are distributed to CML's twenty-three locations through staff meetings and the library's intranet.

"Talking Points can be about anything related to the library," Pack says. "Not just library programs. If there's a story in the paper about a new building, we create Talking Points about that. If we believe that customers will ask staff questions, we will provide answers. We want to ensure that all staff feel comfortable—and smart—while sharing key messages."

New Catalog Talking Points

- On May 22, we're launching a new catalog with great benefits for our customers.

- With the new catalog, customers will continue using several services they love including reserving books online and picking them up at any CML location.

- We're 11 Libraries Strong! We've joined Alexandria Public Library, Fairfield County District Library, Grandview Heights Public Library, Marysville Public Library, Pickaway County District Public Library, Pickerington Public Library, Plain City Public Library, Southwest Public Libraries, Wagnalls Memorial Library and Worthington Libraries to share resources.

- 1 million more books, audiobooks, DVDs and CDs will be available.

- The new catalog offers easy to search features. Customers can save their catalog searches and receive email alerts when items they like are placed on order.

- Customers can opt-in to a new feature that allows them to save their reading history.

- Customers can opt-in to receive text messages for when their book is ready to be picked up or due.

- In order to implement the new catalog, a few things will be impacted:

  - Vacation holds will change starting April 22. A postpone feature will be available. When the new catalog launches May 22, the feature will be called **suspend**.

  - Customers with "My Discoveries" accounts will need to save their lists/information somewhere prior to **May 13** in order to recreate them in the new catalog under "My Lists."

  - From 9 p.m. on May 16 through 9 a.m. on May 22:
    - My Account and our catalog will not be available on columbuslibrary.org or on CML's Mobile App
    - We will check out customers' items. Self-checkout will be unavailable.
    - Due dates will be extended.
    - Customers will be unable to place items on hold.
    - We will be unable to accept fines.
    - Customers **can**:
      - Get library cards
      - Check out items – they will need their library card or number since staff will be unable to look it up
      - Use their card for public computers
      - Use Hoopla, Zinio, resources and eBooks

Figure 2.1. The Columbus Metropolitan Library's "talking points" give staff members the information they need to deliver a correct and consistent message. *Reprinted with permission from the Columbus Metropolitan Library*

ⓖ Snapshot 2.4: Counting No's at the Daniel Boone Regional Library

Marketing tip: A "No-log" documents which stakeholder needs and wants the library is not *meeting.*

"You can't do everything that people want you to do," says Melissa Carr, director of the Daniel Boone Regional Library (DBRL). "But, you can take action on some of the things that they ask for."

We all have anecdotal stories about the things that library stakeholders ask for. The DBRL's board and administration wanted statistical evidence to support any changes. Library staff suggested keeping a "No-log." They recorded every time a stakeholder asked them for something—a service, item, or space—that the library did not provide. Log entries might include the "want," the requester's name, contact information, date, and whether the need was a one-off or something that would recur regularly. Carr notes that every staff member was involved and that the project was not manager-driven.

At project's end, they had solid statistical information to act on. And act they did.

"We added a post office box, among other things, and we now have a notary," Carr says. She paused then added, "There are some things that we still say 'no' to."

Adopt and Adapt

Marketing Ideas Come from Everywhere

IN THIS CHAPTER

▷ Borrowing ideas intentionally saves time and money.

▷ You can adapt marketing ideas from everywhere (but respect copyrights).

▷ Building an idea slagheap can help with future needs and ideas.

WHEN IT COMES TO generating marketing ideas, you do not have to reinvent the wheel. In fact, it is often better not to. Generating ideas can be costly and time-consuming. Borrowing what others have done successfully can save you time, money, and creative headaches.

Your savings come in two forms. First, when you borrow ideas, part of the creative work is already done for you. How much of the work is already done depends on you, the ideas you find, and how different your library's mission and vision are from those of the originating organization. For example, a tennis shoe commercial may spark an idea, but you probably cannot use the exact same copy or visuals. On the other hand, you may find an entire summer reading program—everything from the theme to goals, artwork, and prize ideas—that needs only a little tweaking to fit your library's stakeholders.

Second, when you borrow ideas intentionally, you can examine how an idea performed for another organization. You can mentally "try on" ideas before you spend a dime.

Borrow Shamelessly

You will have no trouble finding marketing ideas. Check out library marketing blogs, books, and collections on social media sites like Pinterest. Librarians love talking and

writing about how we are marketing our libraries, what works, what does not, and what we want to try next. In addition, many conferences include literature exchanges where you can pick up sample brochures, bookmarks, calendars, annual reports, and other materials from all types of libraries.

Professional organizations also provide marketing materials. Many organization websites have some public pages open to both members and nonmembers. Explore those—you may be surprised by what you find. For example, five minutes of exploration *as a nonmember* on the American Library Association (ALA) website turns up:

- John Cotton Dana Library Public Relations Award winners, with excellent examples of marketing plans, promotional materials, programming, and evaluations
- National campaigns, like National Library Week and Ilovelibraries.org
- Artwork and copy that can be adapted to include your library's name and information
- Program ideas and materials
- Book lists on multiple topics, for a variety of ages
- Sample news releases, public service announcements, and blog posts
- "How to market" information

Also, when you are looking for ideas, do not neglect the bazillions of ideas that market things that are *not* libraries. What marketing campaigns—for libraries or tennis shoes or soft drinks or whatever—stick in your mind? Is there something that you can borrow from them? What nonlibrary organizations do staff members belong to? Do they provide marketing examples? Are there online communities that might share samples?

When marketing concepts strike your fancy, consider them intentionally. Was this idea successful for its creators? Can it be adapted to fit your library's strategic plan and stakeholder needs? If the answer to either of these questions is no, then shelve the idea in a "slagheap." (See the following textbox.)

BUILD A SLAGHEAP

What do you do with a great idea that cannot be adapted to fit your library's needs? Put it in your slagheap. It may be useful on another day, on another project.

Slag is the dirt and rock pushed outside a mine so the business of mining can continue. People scour slagheaps for small, precious bits that were pushed out with the garbage. Building a metaphorical slagheap of ideas helps you to:

- Keep ideas for future consideration
- Remember why they struck you as slagheap worthy
- Stop trying to adapt things that you have already decided will not fit a particular need
- Move on to other ideas that might fill a particular need

Stock your slagheap with ideas that intrigue you, tickle you, make you say "oooooh." Annotate them so you know where you got them and why they interested you. Add contact information, if you have it, so you can get in touch with the creators.

If the answer to both of these questions is yes, then consider adapting the idea to reflect your library and stakeholders. Some adaptations are relatively easy. For example, you might only have to add your library's information to a poster or flyer, and it is ready to go (see snapshot 3.1 at the end of the chapter). Other pieces might require a bit more thought and significant resources to adapt to your library (see snapshot 3.2 at the end of the chapter).

⊚ Evaluate and Adapt (Again)

Effective evaluations let you know which adopted-and-adapted ideas work for your library. This helps you save time and other resources by repeating successful initiatives and by ending the not so successful. Give the adopted idea time to get established. Then consider:

- What metrics will you use to measure effectiveness?
- What results would indicate a "successful" adoption and adaption?
- What primary library function—place, collection, or the librarian skill set—were you marketing?
- Were you also marketing a secondary function, such as a program or service?
- What marketing idea did you borrow?
- How did you adapt it for your library's stakeholders?
- What was the result? This includes everything from how many people attended a program to the number of downloads a podcast registers, how often you need to reprint a handout, stakeholder follow-up from an outreach, language issues, fund-raising success, etc.
- Was the result what you expected, or were you favorably or unfavorably surprised?
- What formal stakeholder feedback did you get via questionnaires or surveys?
- What informal stakeholder feedback did you get via comments to staff, emails, or comments to other stakeholders?
- Based on the above information, what worked well?
- What did not work well?
- Realistically, can this adopted-and-adapted idea be made more effective? If so, how?
- Should this idea be repeated, or was it just not a good fit?

⊚ Applying the Intentional Marketing Approach to Adopting and Adapting

As you browse marketing materials from a variety of organizations, evaluate them. Were they successful? Can they be adapted to fit your library and library stakeholders? Use the questions below to focus your intentional selection process.

Emphasize that *everything* is marketing. Remind yourself that every publicity piece, program, blog idea, podcast, and marketing campaign that you borrow sends messages about your library. What message do you want this adopted piece to send?

Communicate a unified message about what your library is and does. Could that neat-o, keen-o, cool, and trendy PR piece that you would like to borrow truly market your library's place, collection, or librarian skill set? Can you adapt it to reflect your library's mission, vision, and values? Can you brand it appropriately?

Assess and address the needs and wants of library stakeholders in a measurable way. What library stakeholder needs and wants did this marketing piece address at another library? How were those needs determined? What were the results there? How were the results assessed? Do your stakeholders have these needs and wants? Is it reasonable to expect good results if you adapt this piece to your library?

Build and maintain library-user relationships by being user-centric, not product-centric. How does the adopted marketing idea persuade stakeholders that they will benefit from your library's place, collection, or librarian skill set? How will the adopted idea be delivered? Is that medium—be it paper, email, online, in newspapers, social media, QR codes, or audio—used by your stakeholders? Can you adapt the idea to speak to different stakeholder segments?

Ensure that your library remains relevant in an ever-changing environment. Is this relevant *now*? Next year? Does it need to be multilingual? In Braille?

Be recognized by library stakeholders as a unique provider. How will the adopted marketing piece show your stakeholders that your library is a unique provider of something they need? Will it instill a sense of belonging, a feeling of pride at being part of your library?

Imitation has been held to be the sincerest form of flattery. So, flatter your colleagues in the library world. Most of them are eager to share their ideas and experience. Evaluate their results, borrow what will work for your library, and tweak it to brand it as yours.

Marketing tip: Save time and other resources by running your adapt–and-adopt ideas through the Intentional Marketing Initiative Shortcut in appendix D. Once you decide that a borrowed idea will serve your stakeholders, expand the screen into a planning document that lists resources required, responsible parties, permissions, schedules, promotional plans, etc.

◎ Key Points

- You do not have to create all marketing materials yourself.
- Adapt borrowed marketing ideas intentionally to reflect your library's mission and stakeholders.

◎ Resources

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Lamb, Annette. "Marketing 4 Libraries," a free, 16-part webinar on all aspects of marketing, with plenty of examples to borrow. The segments are under ten minutes each. At http://eduscapes.com/marketing/9.htm (last accessed on 10-03-17).
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Public Library Association (PLA). "Public Relations and Advocacy." At http://www.ala.org/pla/resources/tools/public-relations-marketing/marketing-strategies (last accessed on 10-03-17).

⟳ Snapshot 3.1: You Can Adapt This Retro Twist

Marketing tip: Surprise your stakeholders by using old things in new ways.

"I had no budget," says Scott Vanderlin, "so I was looking around at things that were uniquely library-focused, and thinking 'How can I re-invent these things?' Cards-and-pockets are very retro. They are still recognizable, but people aren't used to seeing them anymore. They're novel, quaint." (At the time, Scott Vanderlin was the associate director for Research and Instructional Services at the ITT Chicago-Kent College of Law Library. He is currently Student Services librarian at the University of Chicago Law School.)

Vanderlin personalized library cards and pockets with information that he wanted the law school's students to know (see fig. 3.1). He passed them out as examples during the Guerrilla Marketing Panel at the 2017 American Association of Law Libraries Conference. This idea can be adapted to market any kind of library service, for any kind of audience. For example, you can provide your library's contact information and:

- Topical lists for attorneys, teachers, medical professionals, and others
- Database instructions
- Short specialty resource lists as handouts for outreach visits to senior centers, gardening clubs, IT groups, etc.
- Story times
- Teen programs
- Genre book lists

Figure 3.1. How will you adapt this card-and-pocket idea to your library's stakeholder needs?

The cards can be written by hand for small groups or printed on a copier. Help your stakeholders keep the cards around longer by adding magnetic strips to the back. That way they can be attached to refrigerators and filing cabinets.

ⓖ Snapshot 3.2: Cooking Your Way to Literacy at the Free Library of Philadelphia

Marketing tip: Some libraries make tool kits to help other libraries adopt and adapt their programs. Use them shamelessly!

Almost 40 percent of Philadelphia's adult population is considered "low literate" (Center for Literacy, March 2017). The Free Library of Philadelphia decided to tackle this problem with a fork and spoon.

Partnering with prominent Philadelphia chefs and major donors, the Free Library opened its Culinary Literacy Center in 2014. The center features visiting chefs and library staff who use cooking from written recipes as a means to teach reading, math, science, and cultural and health literacy.

The program was a major marketing coup. It received significant press, generated additional donations, and exceeded outreach goals into targeted stakeholder populations. In 2017, the center taught more than three hundred classes at various library branches. Classes focus on kitchen skills, budgeting, shopping, and nutrition, and include:

- Edible Alphabet, a series for immigrants that is co-taught by a chef and an English-as-a-second-language (ESL) instructor
- Healthy lifestyle food preparations for teens and children
- Cultural explorations, like "Taste of African Heritage" and "Ingredients Across Borders"
- Cooking classes for adults with intellectual and developmental disabilities

The Free Library of Philadelphia and its partners put thousands of hours into developing the Culinary Literacy Center. To help other libraries considering a similar project, the library put together a tool kit outlining their experience. You will find it at http://libwww .freelibrary.org/programs/culinary/about.cfm (last accessed on 12-21-17).

Artifacts Are Not Just for Archeologists

IN THIS CHAPTER

▷ "Sticky" library giveaways have longer lasting effects.

▷ Intentional artifacts are user-centric, not product-centric.

L IBRARIES GIVE AWAY THINGS to extend the relationship between their library and their stakeholders. Some things, like library cards, have business uses. Other things are given away as thank-you's to volunteers, for completing programs, or attending celebrations. These giveaways are all tangible. They are all something that library stakeholders can touch, carry away with them, wear, put up on the refrigerator, stash in a drawer, drink from, write with, etc. And they are all marketing your library.

Making Your Message Stick(y)

Some things that libraries may give away to their stakeholders include:

- Library cards
- Stickers and stamps
- Pens, mugs, drinking bottles
- Gifts for volunteers
- Certificates for accomplishments
- Mouse pads
- Phone cases
- Tote bags
- Bookmarks

Ideally, these giveaways are "sticky." Stickiness refers to how long an audience remembers something. Stickiness matters in library giveaways because:

- No one wants to waste resources on things that people will not use.
- The longer stakeholders keep a giveaway, and the more they use it, the more it reminds them of your library.

Intentional marketing can help you to increase the stickiness of your library's giveaways. Start by thinking of giveaways as "artifacts," rather than as just tangibles.

Give Away Artifacts, Not Just Tangibles

Artifact . . . something characteristic of or resulting from a particular
human institution, period, trend, or individual.
—HTTPS://WWW.MERRIAM-WEBSTER.COM/DICTIONARY/ARTIFACT

Artifacts are symbolic. They are pieces of physical evidence that link an individual to some human experience. The experience can belong to that person or to people who lived many years ago. When you start thinking about library giveaways as artifacts, you stop seeing them as just things. *You recognize the giveaways as symbols that remind your stakeholders of their experiences at your library.*

Look at the list of library giveaways above. They are all tangibles. You can turn every one of them into artifacts by using branding and other tactics to emphasize the link between your stakeholders and their library experiences.

Sticky Marketing Best Practices

If you want stakeholders to value library giveaways, you must focus on stakeholder needs and wants when choosing them. Use these sticky marketing best practices to select intentionally.

Make your primary message simple. People already suffer from information overload. They will not remember over-detailed marketing. Sticky messages are simple and short.

Address stakeholders from their perspective. That helps to keep primary messages simple. For example, you may have *the* nine perfect resources to create legislative histories for overworked attorneys. From a librarian's point of view, naming the nine matters. However, your stakeholders may want only the information on the bookmark shown in fig. 4.1.

Focus on already existing customer needs, wants, and interests. Traditional marketing starts with a product and then convinces people that they need or want it. Traditional marketing says, "The library is great!" Sticky marketing is more user-centric. It

Figure 4.1. Sample bookmark.

says, "We can help *you* be great!" Fortunately, this user-centric focus is second nature to librarians. We already create collections and services around stakeholder needs, wants, and interests. Use your knowledge of your stakeholders to create marketing that highlights how your library can help them do what they already need or want to do.

Engage people's emotions. Think of a couple advertisements that you remember. Why do you remember them? Are the ads funny? Unusual? Do they tell a story? Are they intriguing? Do they link you—if just for a moment—with others? Do they make you feel good about yourself? Do they suggest ways in which the product can help you make your life better? When you engage people's emotions, your messages touch your stakeholders in a subconscious way. For example, the *primary* message behind the bookmark above is, "You can get legislative histories done at the library." The *secondary* message—the emotion-driven message—is "The library can make your life easier."

Consider how these best practices are blended in the three intentional marketing snapshots at the end of this chapter.

How Effective Are Your Artifacts?

Most of us have given away library artifacts that stakeholders *loved*. We have also given away things that quickly landed in a drawer or a trash can. Evaluate your artifacts so you know how effective they are at marketing your library. Keep the ones that work and stop wasting time and money on the rest. When evaluating, consider:

- How will you measure the "success" of your artifact?
- What results would equal a "successful" artifact?
- What is the artifact? This includes a full description and cost in dollars and time.
- What library experience was the artifact intended to remind stakeholders of?
- Was the link between the artifact and the experience obvious to stakeholders?
- Is there an emotional component to the artifact?
- Were stakeholders enthusiastic about it? Did people participate just so they would get it?
- Does it give stakeholders a feeling of accomplishment?
- What formal stakeholder feedback did you get via questionnaires or surveys?
- What informal stakeholder feedback did you get via comments to staff, emails, or comments to other stakeholders?
- Did stakeholders use the artifact?
- Did they use it where other stakeholders might see it?
- Was the artifact's marketing impact worth the cost?

Applying the Intentional Marketing Approach to Selecting Library Artifacts

You may already instinctively consider many of the questions below when selecting artifacts for your library.

Emphasize that *everything* is marketing. Remind yourself that every artifact your library gives out sends messages about your library. What messages do you want the artifact to send about the connections between your library stakeholder and your library?

How does it remind the user of an activity or accomplishment that *happened because of the library*?

Communicate a unified message about what your library is and does. Can you tell that the artifact is from your library? Does it follow the branding requirements? If not, why not?

Assess and address the needs and wants of library stakeholders in a measurable way. What user need is the artifact tied to? Does the artifact celebrate a stakeholder accomplishment or milestone? Does it commemorate a library accomplishment? Is that need or accomplishment one that the user—not just library staff, but the *user*—values?

Build and maintain library-user relationships by being user-centric, not product-centric. Is that artifact itself something that the user—not just library staff, but the *user*—values? Will it help your stakeholders show that *they* are doing good things?

Ensure that your library remains relevant in an ever-changing environment. Can your stakeholder *actually use* the artifact? Does it need to be multilingual? Can it be made into a fob for key chains or added to mobile devices?

Be recognized by library stakeholders as a unique provider. Does the artifact actually represent a library experience, or is it just a thing? Does it show that the stakeholders belong to your library? Does it instill a sense of belonging, a feeling of pride at being part of your library?

Artifacts are marketing tools. The longer a library stakeholder keeps them, and the more they tie the stakeholder to your library, the greater their marketing value. How sticky are your library's artifacts? Tweak accordingly.

Marketing tip: Save time and other resources by running your artifact ideas through the Intentional Marketing Initiative Shortcut in appendix D. Once you decide that an artifact will serve your stakeholders, expand the screen into a planning document with designs, costs, responsible parties, permissions, rules for handing out the item, schedules, production plans, etc.

⊚ Key Points

- Artifacts link library stakeholders to their experiences of your library.
- Intentional artifacts are sticky and user-centric.
- Effective artifacts can cost as little as a piece of card stock.

⊚ Resources

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⟳ Snapshot 4.1: Short, Sweet, and Smart—Postcards at the Library

Marketing tip: Effective marketing does not have to cost a lot.

   "Post cards are like Twitter through the mail," says Scott Vanderlin. "You can't write much on them. They're a retro way of communicating that appeals to modern attention spans." (At the time, Scott was the associate director for Research and Instructional Services at the ITT Chicago-Kent College of Law Library. He is now Student Services librarian at the University of Chicago Law School.) Vanderlin passed out his 4 × 6–inch postcards as examples at the 2017 American Association of Law Libraries Conference (see fig. 4.2). He notes that they were "super easy" to make; all it required was a color copier, card stock, clip art, and a paper cutter.

Figure 4.2.   Homemade postcards can be low-cost, high-impact marketing.

   Super easy, and super effective. Vanderlin's design intentionally encourages students to have a face-to-face with a librarian. Students could pick the cards up from library tables or study carrels. The postage-stamp box on the back reads, "See Librarian for Stamp." So, after students write their message and address the postcard, they have a short chat with a librarian. In addition to promoting stakeholder-librarian interaction, the postcards:

- Provide a moment of quirky fun. They offer a short mental break during stressful periods, while still respecting the students' need to study
- Give students a way to show their parents and others that the students are "doing good" by slogging away at the library
- Are "sticky." People often put them on refrigerators or bulletin boards. This increases the amount of time they are kept and the number of times they are seen.

   "The post card isn't a hard-core interaction," Vanderlin says. "It's not help with research or citation formats. It's a bit of whimsy that communicates something a bit more subtle. It says 'We get you. We know what makes you smile. You belong here.'"

⊚ Snapshot 4.2: Collecting Is the Name of the Game at the Presidential Libraries

Marketing tip: Tap into things, like collecting, that your stakeholders already need or want to do.

"For a long time," says Marlon Guinn, "visitors to the Presidential Libraries would ask to buy a keepsake. They wanted something that would commemorate their visit." Guinn, Museum and Education program coordinator for the Office of Presidential Libraries, continues, "We wanted to give them something, but we didn't know what it would look like. Well, we thought 'the National Park Service has a Passport program that is very popular, so let's try something like that.' We weren't sure what the response would be."
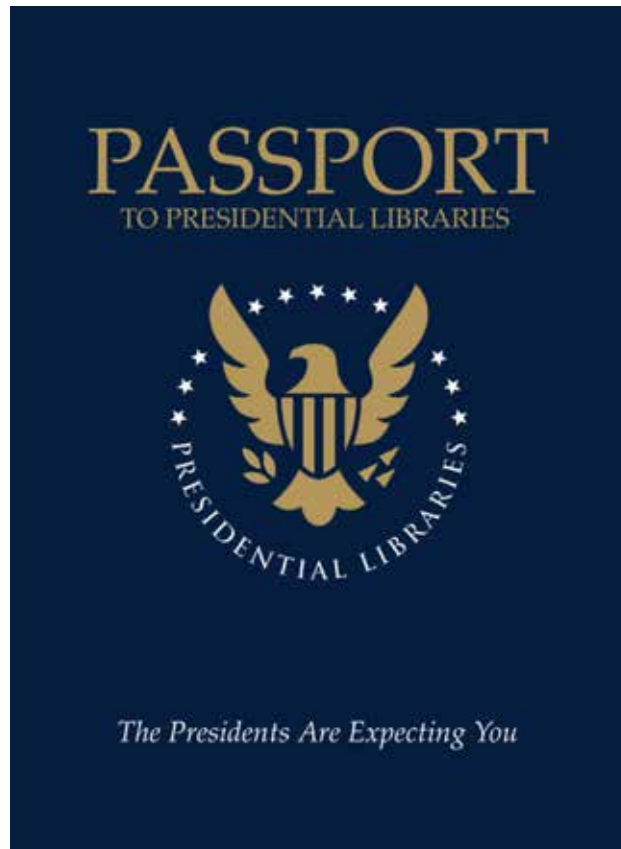
Figure 4.3. The Presidential Libraries Passport taps into people's dual loves of libraries *and* souvenirs. *Photo courtesy of the National Archives and Records Administration*

The Presidential Libraries Passport debuted in 2011, and has been a "hot seller" ever since. Visitors can buy the $5 Passport at any of the thirteen Presidential Libraries run by the National Archives and Records Administration (NARA). Then they validate their "travels" with distinctive stamps from each of the libraries. Guinn notes that people plan summer trips to collect library stamps and that many people document their visits by posting pictures of their stamps on Twitter and Instagram or with letters to the NARA.

The Presidential Libraries are spread out across the United States. People who visit all thirteen libraries receive a crystal paperweight and a certificate of accomplishment signed by both the director for Presidential Libraries and the archivist of the United States.

The Passport has an enviable intentional artifact advantage. As we discussed earlier, intentional artifacts are symbols that remind your stakeholders of their experiences at the library. Most of the time, librarians have to think of creative ways to add that symbolism to a bag or water bottle. Here, however, the symbolism *is* the primary message. People buy the Passport in order to remember their visit. In addition, the Passport program markets the Presidential Libraries in secondary ways by:

- Including information about all of the Presidential Libraries in the Passport
- Encouraging Passport holders to visit the other Presidential Libraries
- Inspiring visitors to tell others about their trips
- Honoring those who complete the program with additional sticky artifacts that will be kept, perhaps for years, as trophies won

◎ Snapshot 4.3: One of the "In" Crowd at the Kansas City Public Library

Marketing tip: Select artifacts that stakeholders can use regularly.

Tech access at the Kansas City Public Library is a volunteer-staffed, tech-desk program that offers instruction on mobile devices and general computer skills. Volunteers can be identified by a distinctive water bottle and T-shirt (see fig. 4.4). These volunteer thank-you gifts are effective artifacts because they:

- Honor the volunteers' skills and knowledge
- Give volunteers a way to show that they are doing good

Figure 4.4. Kansas City Public Library TechCoach water bottles and T-shirts make it easy to identify volunteers. *Photos courtesy of the Kansas City Public Library*

- Tie volunteers emotionally to the library with a "one of us" motif
- Promote the program every time the water bottle is carried or the T-shirt is worn
- Highlight the library's continuing ability to help stakeholders adapt to a changing world

That is a lot of messaging from a simple water bottle.

Branding, Social Media, and Communications Best Practices

FLYERS, POSTERS, ADVERTISING, websites, radio shows, calendars, newspaper columns, social media, direct marketing, public relations, newsletters, podcasts, annual reports. These are just a few of the communications channels available to your library. As used in this book, *a communication channel is the medium that you choose to send a message to your stakeholders.*

Choosing the Right Communications Channels

Selecting the correct communications channels is vital to successful marketing. That is because you send two messages every time you send communications from the library. The first message is the overt, visible message. It says, "Come to the library for _____."

The second message is subtle, covert. It hides in your choice of communications channel. It can say, "Library staff understands you. We know how you communicate. We value you enough to communicate with you *in the manner that you choose*."

Of course, the opposite also holds true. If you use channels that your stakeholders do *not* use, then, at best, your stakeholders do not get the primary message, and your work is wasted. At worst, your stakeholders feel that you do not value them enough to communicate with them.

▲ **47**

Libraries have long employed traditional communications channels—flyers, calendars, newspaper columns, etc.—to reach their stakeholders. Many libraries are now using digital channels, such as websites, social media, etc., and branding as well. Some of the many books, websites, blogs, Pinterest collections, and other resources that cover these topics are listed at the end of this chapter. So, instead of repeating what they say, this chapter will:

- Look briefly at social media and other online channels from an intentional marketing viewpoint
- Define EMBRACES, a set of communications best practices that can be applied to all communications channels, both online and offline

Social Media and Other Digital Communications Channels

Social media, the library website, and other digital touch points differ from traditional channels in many ways. Two of those ways have a direct impact on your intentional marketing approach. First, online marketing can be invisible. There is so much information bombarding your stakeholders that your messages may never make it through the digital clutter.

Second, traditional marketing is "push" marketing. When you send a newsletter through the mail, you are "pushing" that information to your stakeholder, regardless of whether they want it or not. Digital marketing is "pull" marketing. It is user-driven. Your stakeholders are not holding, seeing, or hearing your library communications unless they "pull" it by choice.

So, the secret to successful online marketing is to provide communications that your stakeholders want to pull. If you are being intentional about your marketing—if you are being user-centric—that seems very obvious. However, many libraries (and Fortune 500 companies) post what *they* want their stakeholders to pull. That has limited success. Why? Because if a stakeholder does not want to pull something, you cannot make them.

You can, however, show them why they want to pull your content by making your online presence a positive in their lives. Start by:

- Auditing your online presence. Look at your website, your social media pages, your microblogs, etc., from your stakeholders' point of view. This may seem overwhelming. However, you cannot improve if you do not know what your library is currently doing.
- Writing good content (see chapter 6). This can increase not only the number of people who choose to follow you but also your number of "backlinks." A backlink occurs when another website links to yours. Search engines use backlinks in their rankings.
- Posting on a regular schedule. Remind people about the library, but do not annoy them with the frequency.
- Using the library's Twitter or other microblog accounts as conversational opportunities. Ask open-ended questions, and encourage stakeholder response. This reinforces a sense of "this is my library" in stakeholders. Note: If no one responds, discontinue that practice because it makes the library look irrelevant.
- Linking Quick Response (QR) codes to library resources. QR codes are two-dimensional bar codes that hold information. Smartphones can read them. Ask other organizations or departments if you can link related library resources to their displays, posters, projects, etc. For example, a sign at your city's building permit office could include a QR code linking to do-it-yourself resources at the library.

- Following the EMBRACES best practice suggestions below.
- Offering Real Simple Syndication (RSS) feeds for library blogs, online resource collections, new book release lists, program information, etc. RSS feeds alert subscribers when something new is posted. When stakeholders register for your RSS feed:

  - You get subscriber email addresses. This can be very valuable during funding campaigns, etc., but use this information intentionally. You do not want to become the dreaded digital pest. This author defines a digital pest as "five un-requested emails."
  - Stakeholders have chosen to pull information. That gives you the chance to push a little, too. Again, use this power intentionally, or your stakeholder might send your emails directly to spam (see "dreaded digital pest" above).
  - Stakeholders get regular reminders that the library has something for them.

◉ EMBRACES

Each communications channel has its own best practices. EMBRACES is a collection of best practices that can make all communications channels, both off- and online, more effective. EMBRACES stands for communications that are:

- **E**xcellent
- **M**ission-related
- **B**randed
- **R**epeated
- **A**bout the stakeholders
- **C**ontent-based
- **E**asy to remember
- **S**tory-based

Let's explore these concepts a little further.

Excellent

As noted before, you must have a high-quality product that meets your stakeholders' needs and wants, or your marketing time and money is wasted. When it comes to communications, content must be engaging, flyers unrumpled, and links must actually link. Your communications may be someone's first impression of your library. Do they give a good impression?

Mission-Related

Intentional marketing ties all activities back to your library's mission, vision, and values statements. Communications are no exception. Do your communications have a library-related point? Do they promote your library as a place, a collection, or as home to the librarian skill set? Do they reflect its mission, vision, and values?

Branded

Branding is a "trigger." It can remind stakeholders of your library every time they see your logo or hear the library's slogan. Branding includes everything from typeface to badges, website wallpaper, theme music, and formats. Many libraries create in-house "branding libraries" where staff members can find templates, logos, etc.

However, many libraries do not limit branding to creating a uniform look for their libraries. They include the "feel" that their library promotes as part of their brand (see snapshot 5.1 at the end of the chapter). What does your library include as part of its brand? Do your social media accounts and website feature the same friendly, competent service that stakeholders get when they visit your physical library?

Repeated

People usually need to get a message multiple times before it sticks. So, save yourself time and effort by repurposing content. However, your stakeholders will dismiss you if you just repost the same content over and over. Reframe your content to include something different for each communications channel. For example, you might reuse information from the library's newspaper column in a blog post that links to online resources, as a three-sentence blurb for area newsletters, as a 144-character microblog, and as a flyer to hand out at a local festival.

Cross-marketing is another easy way to repeat your messages. Librarians cross-market naturally when they add resource lists and displays to programs. How can you cross-market within your library? Within your organization or the greater community?

About the Stakeholders

Intentional marketing is user-centric. You must know who your stakeholders are to communicate with them effectively. You must know how *they* define their needs and wants, how they search for information, and what communications channels they use.

You also must remember that *your stakeholders are more interested in themselves than they are in the library*. This is just basic human nature. Therefore, your most effective communications will highlight your stakeholders. (See snapshot 5.2 at the end of the chapter.) Are your communications about your stakeholders or about your library?

Content-Based

The importance of content is discussed more in chapter 6. Briefly, however, content is "why" your stakeholders want to read your communications. If your communications just say, "The library is wonderful because . . . ," then stakeholders have no reason to read it. If, however, your communications convey, "Here is something that will make your life better, more fun and interesting (and, by the way, this is from the library)," then people have a reason to pay attention. Do your library's communications explicitly state how stakeholders benefit?

Easy to Remember

Keep your message simple. If people cannot remember what you have communicated, it does no one any good.

Story-Based

Stories have been used to convey information since before the days of traveling bards. Fairy tales, campfire stories, allegories, myths, old wives' tales . . . and, yes, marketing. Narrative enhances your communications because it:

- Engages stakeholder emotions
- Is memorable
- Can be easily passed on

Usually your library will be communicating positive stories. However, short narratives can help to soften bad news, too. (See snapshot 5.3 at the end of the chapter.)

Applying the Intentional Marketing Approach to Communications

Communications best practices can be applied to all channels. Use the questions below to create a message that EMBRACES success:

Emphasize that *everything* is marketing. Remind yourself that every communication that your library sends to stakeholders carries at least two messages about your library. What are the primary and secondary messages that you want to send? Are you using your website as both a content-delivery system *and* an intentional marketing agent? Can you reach additional stakeholder groups by cross-marketing your primary message?

Communicate a unified message about what your library is and does. Can you tell that the communication came from your library? Is it branded? Does it reflect your library's mission? Is the quality high? Can the message be repeated in different formats, via different channels?

Assess and address the needs and wants of library stakeholders in a measurable way. How will your message be distributed? Does a targeted stakeholder group pay attention to those communications channels? How was that determined? If the message is on a website, is the website stakeholder-friendly? Does it function well on multiple devices? Is the message delivered in a language that your stakeholders speak or read? Is your website accessible? Do you offer printed materials in Braille?

Build and maintain library-user relationships by being user-centric, not product-centric. Does your message highlight how the library can help make the stakeholder's life better? Are the narratives appealing to the targeted stakeholder group? Is the communication about the stakeholders or about the library? Does it use library jargon? Does it touch your stakeholders' heartstrings? Does it make them laugh, or cheer, or go "hmmmmm"? Is the message easy to remember?

Ensure that your library remains relevant in an ever-changing environment. How often do you update your social media posts and library website? Is there "evergreen" content on the site? Is there multilingual content? Have you optimized your Web presence for search engine retrieval? What usage statistics are you collecting?

Be recognized by library stakeholders as a unique provider. Can stakeholders engage with your library about your messages? How? Does the message promote your library as a unique provider of a place, a collection, and the library skill set?

Marketing tip: Save time and other resources by running your communications ideas through the Intentional Marketing Development Shortcut in appendix D. Once you decide that a channel does serve your stakeholders, expand the screen into a planning document with resources required, responsible parties, content, training needed, etc.

◎ Key Points

- Use the communications channels that your stakeholders use.
- Social media and other pull communications channels are user-driven.
- EMBRACES best practices apply to all communications channels.

◎ Resources

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⌖ Snapshot 5.1: Stakeholder Experience Is Part of the Columbus Metropolitan Library Brand

Marketing tip: A brand that inspires loyalty goes much deeper than a logo and color scheme.

"We tell our staff that they are the most important part of our brand," says Columbus Metropolitan Library (CML) marketing manager Debra Pack. Pack explains that CML's centralized system provides marketing materials to all twenty-three locations. All CML promotions—every program, flyer, bookmark, or digital touch point—are clearly and uniformly identified as part of the larger CML system. But she is emphatic when saying that CML places even more value on providing uniformly good customer experiences. She points out that CML's chief customer experience officer is in charge of both marketing and the library staff that serves customers. That dual role intentionally links marketing with all staff members, not just those in the marketing department.

"We can create all sorts of materials for staff to use," Pack says. "But a brand is more than just a logo. Sometimes it's a real education for people to discover that our brand includes who we are, and the experience that a customer has in our physical and digital spaces."

⌖ Snapshot 5.2: It's All about *You* at the Mahopac Public Library

Marketing tip: Most people enjoy reading about themselves, seeing pictures of themselves, and hearing about good things that they have done. Give that to them.

When putting together the Mahopac Public Library's 2015 Annual Report (see fig. 5.1), library staff made a simple intentional change. They made "You" the subject, instead of "the library." So, *you* got new library cards, *you* volunteered, and *you* used library databases.

Figure 5.1. Mahopac Public Library 2015 Annual Report. *Reprinted with permission from the Mahopac Public Library*

That slight change made the report user-centric. The stars of the report were the library users; the small-town library became the supporting actor that makes the stars' lives better.

People read it because it showed *them* doing good. The fact that it also showed the library doing good just iced the cake.

◎ Snapshot 5.3: Oh, Dear. That Is *Not* Good.

Marketing tip: Bad news is not like wine or cheese. It does not age well. (Italian proverb)

No one likes to be the bearer of bad news. People worry that someone will be mad. Sometimes someone is. People hope that, if they do not say anything, no one will notice. They usually do notice. People worry that it will make them look bad. It might. But if you present bad news about the library in a timely fashion, people are usually pretty understanding. The key is letting people know:

- What happened
- What that means for them
- What the library is doing to remedy the situation
- That library staff felt it important to keep stakeholders informed

From: Gatz, Paul J.
Sent: Tuesday, September 19, 2017 9:39 AM
To: 'legalresearch@lists.cbalaw.org'
Subject: Access to Moritz Law Library materials

Good morning,

The Moritz Law Library has suffered some fairly substantial water damage due to leaks that have developed during the ongoing work on the roof of our building. We came in on Thursday morning to find exploded ceiling tiles and wet carpet on the third floor. Several books have been relocated so that the carpet can be dried out. A small, but significant, portion of our collection will remain under plastic until the roof repair is finished. This will, obviously, affect our ability to share this part of our collection with other libraries. Several catalog records have already been updated to reflect this and our staff will continue to work to update the catalog to more fully reflect the availability of the affected materials.

For now, we have things under control, but I did want to make sure that my fellow Columbus-area law librarians and legal information professionals were aware of what's happening.

Best regards,
Paul

THE OHIO STATE UNIVERSITY

Paul J. Gatz
Reference Librarian
Moritz College of Law Moritz Law Library
280D Drinko Hall, 55 W. 12th Ave., Columbus, OH 43210
614-292-8685 Office / 614-688-2507 Fax
gatz.9@osu.edu osu.edu

Figure 5.2.   Crisis communication from the Moritz Law Library staff at Ohio State University (this kind of correspondence keeps stakeholders in the loop and less likely to fuss). *Reprinted with permission from the Moritz Law Library at Ohio State University*

This gives stakeholders the information they need to make other arrangements, if necessary. It shows them that you respect them. And, if you can tell them something that sparks their empathy, your bad news may actually give stakeholders good feelings about the library.

The communication does not have to be elaborate. As you can see in figure 5.2, it can be done in two paragraphs. To be most effective, it should go out via all of the communications channels that your stakeholders use. For example, the information in this email was posted in a slightly different form on the library's website and in the student newspaper.

Content Is King!
(And Not Just in Social Media)

IN THIS CHAPTER

▷ Why content matters in *every* format

▷ Intentional content marketing

▷ Tips for writing content

THE MOST IMPORTANT RULE in content marketing? Check your ego at the door. *Content marketing is about creating and distributing content that your stakeholders find relevant.* That is often different from the content that *we* want them to find relevant. So, content marketing is not just a best practice. It is an acknowledgment of a fundamental truth: if stakeholders do not want to read or hear our libraries' content, we cannot make them.

We can, however, give them compelling reasons to spend their time on our content.

Content Marketing Is Not Just about Social Media

Content marketing is a huge buzzword in social media marketing because the more relevant stakeholders find your content, the more effective your social media presence. When you have great online content, search engines give you better rankings, people link to your posts, and stakeholders engage more.

However, content matters in *all* of your library's marketing, not just in social media. Programs described by ho-hum flyers are unattended; vaguely promoted databases languish. Consider how content relevance can affect stakeholder response to:

- All of your library's print publications, programs, and displays.
- Current Awareness Services (see snapshot 6.1 at the end of the chapter).

- Offers to help stakeholders find information to create *their* content. Special and academic libraries serve stakeholders who give presentations on complicated topics. What better way to showcase the librarian skill set?

◎ Making Content Relevant to Library Stakeholders

The secret to making content relevant to your stakeholders is deceptively simple: tell stakeholders what is in it for them.

All library content delivers at least two messages. The primary message is the obvious one about the program, service, policy, or resource being discussed.

The secondary message lurks in the subtext. If your content stresses only library promotion, then your secondary message says, "It is all about the library." You are giving stakeholders little reason to care about your content.

If, however, your content tells them exactly how they will benefit from library offerings, then your secondary message is, "The library has presents for *you*!" And most of us like getting presents.

Intentional Content Marketing

Intentional content is user-centric. To write it, you must know your stakeholders. You must know what *they* think they need. You must know what interests them, what makes them smile, what frightens them, and what drives them. Your secondary message answers not "Why *should* they care?" but "Why *will* they care?"

Intentional content does not "just happen." It is planned. Many content experts differentiate between content marketing strategy and content marketing tactics. Strategy addresses big-picture content governance and includes working with stakeholders to tie content to their needs and the library's strategic plan, analysis, evaluation, and weeding. Tactics focus on how a strategy is implemented. Intentional content marketing combines strategy and tactics into a four-step approach:

1. Audit your content.
2. Talk with your stakeholders.
3. Draft an editorial calendar.
4. Create content.

Let's explore these further.

Audit Your Content

Before you can build an effective content strategy, you have to know what you have now. A content audit will show you. A content audit takes time, but you need that information. Trying to build a successful strategy without it is like building on quicksand: tons of effort for naught.

You can find free content audit templates on the Web; some are listed in the resources below. Ideally, all of your library's content—hard copy, displays, programming, social media, and the library website—should be audited. However, that may not be realistic. So, put your time where it will have the biggest impact: audit your website and social media presence.

The precise criteria you use will vary with your type of library and your stakeholders. All audits, however, should include:

- The title of the specific Web page, blog, photo, etc.
- The URL
- The topic
- The type of content (Web page, blog, photo, etc.)
- Responsible parties
- When it was last updated
- If it still relevant
- The number of hits it has gotten in the past year
- The number of hits it has gotten in the past three months
- The number of "click-throughs" to related sites
- The number of responses to it

It would be overwhelming to audit your library's online presence from the beginning of time. Experts suggest using at least a three-month minimum. If annual events or holidays might have an impact on usage, then your audit should cover a year. In any event, the time frame you select should be long enough to give you a good picture of your particular library.

Talk with Your Stakeholders

If the audit shows that your current content is primarily library-focused, do not fret. This can actually be a good marketing moment. Let your stakeholders—particularly your funding stakeholders—know what you have found *and* what the library plans to do about it. Use less-than-perfect audit findings to show that your library is:

Capable of evidence-based evaluation. This showcases skills that funding stakeholders may not know librarians possess. Later, you may want to suggest ways in which you can use those skills to help your organization or community. (Market your librarian skill set!)

Willing to change. This emphasizes that your library is a service-based team player. *Ask your stakeholders what type of content they would like to see.* This strengthens their feelings of "This is *my* library."

Able to change. This shows that your library is nimble and relevant.

Use statistics from the audit as the beginning benchmark. If you refocus your content strategy, those statistics may improve dramatically. That will impress your funding stakeholders and highlight your library's continuing relevance. (See snapshot 6.2 at the end of the chapter.)

Craft an Editorial Calendar

Look at your library's strategic plan, your content audit results, and the notes from your stakeholder conversations. These will give you enough information to design an editorial calendar. The first time you create this print publication staple, it may seem onerous. However, you will find that it helps you stay user-centric, targeted, and timely. It is also *very* useful when you have a "What will I write?" moment.

Your editorial calendar can be as detailed or broad as you wish. This author suggests using the following fields:

- Topic
- Type of communication
- Stakeholder group targeted
- Stakeholder wants and needs
- Intended message
- How a communication ties to stakeholder wants and needs
- How a communication ties to your library's mission, vision, and values
- Primary and secondary distribution channels
- Frequency
- Responsible parties
- Evaluation dates
- Weeding dates

Your library should have only one editorial calendar, not one for each author. This creates a synergy and encourages teamwork when brainstorming topics for the calendar. Use the library's collection and community events to trigger ideas.

Create Content

Your editorial calendar may tell you the topic for the week, but you still have to create content that people want. The tips below can help:

- Be user-centric. Tell stakeholders precisely how they will benefit from what you are discussing.
- Tell stories. Stories engage stakeholder emotions and make your content easier to remember.
- Include surveys in your posts. Many people like giving their opinions, and this encourages them to engage with you.
- Title your posts with words that your stakeholders use as search terms. This will help them find your posts more easily.
- Create lists. People love things that start with, "10 Ways to . . ."
- Be unexpected. Weird facts, humorous history, and surprising science all charm readers.
- Offer practical help. Your stakeholders are busy. Let them know you respect that and that the library has real help for them.
- Give stakeholders a way to share your content. People like sharing things. It makes them feel connected to each other and in-the-know.
- Tease minds with puzzles and quizzes.
- Add pictures and graphics.
- Use white space and headings to "chunk" your posts.
- Post regularly. Do not post so much that people ignore you, but do not let them forget you, either. Use your editorial calendar to keep you on track.

- Reuse content. For example, information in the blog post "Resources to Check Out When Remodeling" could be repurposed as photos for Instagram, a mini-quiz for Facebook, and a bookmark. However, do not just copy items from one communications channel to another. When you do that, your content becomes spam.

Finally, commit to enthusiasm. If you are not excited about the content, no one else will be.

Applying the Intentional Marketing Approach to Content Marketing

Effective content marketing needs planning, organization, and material that stakeholders want to experience. Use the questions below to help you create content intentionally.

Emphasize that *everything* is marketing. Look at your library's newsletters, current awareness service, programming, press releases, blogs, displays, and website. What secondary messages do they send? Is it, "The library is great!" Or are they saying, "Here are ways that the library can help you make your life better."

Communicate a unified message about what the library is and does. Does your library have an editorial calendar, or does everyone just publish whatever, whenever? Does your library's content link to your library's mission, vision, and values?

Assess and address the needs and wants of library stakeholders in a measurable way. Did you do a content audit? Is the library's content something that the stakeholders find entertaining or useful? How do you know? What specific stakeholder needs and wants does a specific new piece of content answer? How were those needs determined? How will you evaluate the effectiveness of this new content?

Build and maintain library-user relationships by being user-centric, not product-centric. Do you know what makes your stakeholders smile? Get excited? Angry? Intrigued? Does your library's content tap into those feelings? Do you have a way that stakeholders can suggest content? Does your library's video content give stakeholders a chance to "meet" library staff? Does your content need to be multilingual?

Ensure that the library remains relevant in an ever-changing environment. Does your content tie into community or organization events? Is your editorial calendar flexible or set in stone? Do you adapt content for different platforms and media?

Be recognized by library stakeholders as a unique provider. Does your content make your stakeholders feel as if you understand what they want or need? Do they engage with it? Do you help your stakeholders create *their* content?

Marketing tip: Save time and other resources by running your content through the Intentional Marketing Development Shortcut in appendix D. Once you decide that it does serve your stakeholders, add it to your editorial calendar.

Key Points

- People want content that is relevant to them.
- Effective content marketing requires knowledge of your stakeholder groups.
- An editorial calendar makes content marketing easier and more effective.

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🌀 Snapshot 6.1: Keeping Them Current

Marketing tip: Content needs the same careful curating you give to your library's collection.

Current Awareness Services (CAS) are a staple in many special and academic libraries. Many public libraries offer them for specific topics, as well. If curated, these collections of topical news content are excellent marketing tools because they:

- Provide an obvious benefit to stakeholders
- Highlight the librarian skill set

Curating them is a natural fit for librarians, but it does take time and discretion.

"You must keep an open mind when you are reading," says Saskia Mehlhorn, director of Knowledge Management and Library Services for Norton Rose Fulbright U.S. "I read emails, and blogs, and the news when I ride the bus to work, and I always think, 'Is this going to be useful to us? Is it of interest to a practice group? Is it of interest to our clients?'"

Mehlhorn's careful selection of content for her CAS emails has paid off. She started by sending them to her firm's chief operating officer (COO). Several months later, the COO asked her to send them to all C-level executives and managing partners.

"The key is to organize the information for yourself, first," Mehlhorn says." Don't just forward things. You must know your audience, and the business of your organization. That way you can select quality information. You don't inundate very busy people with unimportant information."

🌀 Snapshot 6.2: The Newberry's 180 on Content Strategy

Marketing tip: It is never too late to rethink content strategy.

"At the beginning," admits Alex Teller, director of Communications and Editorial Services for the Newberry Library, "we felt an obligation to be on Facebook, and to have social media accounts because everyone else did. We had no strategy about what we were going to post, when we posted, how we developed content. There was a disconnect between our social media presence, and who we really are."

Then, a few years ago, the library rethought that laissez-faire attitude. Teller explains that the Newberry—an independent research library that is open to the public—intimidates many people. So, the library started using social media to "break down those barriers and demystify what a research library is."

"Now, our social media is collection-focused," Teller continues. "The collection's the bedrock of the library, our go-to inspiration."

This has had a positive effect on other library operations. Now, before exhibits go up, the pieces owned by the library get digitized so they can be disseminated via various communications channels. The library evaluates its social media content regularly, and the enhanced online displays and teachers' guides draw more hits than they did previously. Foot traffic has increased, also.

"'There's a whole social media eco-system out there," Teller says. "We adapt content for different channels.

"'Engagement' is a big buzzword," he continues. "It includes 'liking,' commentary, clicking through links, moving to other sites on our site, and seeing how different kinds

of posts perform. Facebook analytics can tell us how many people are looking at us on phones only, and what their demographics are. We look at those patterns. We look at what's speaking to people. If a certain type of post is doing really well, maybe we'll do a video on it."

Videos are a relatively new venture for the library. Posted on its Facebook page, the videos are tightly focused on a topic and narrated by the librarians curating those particular areas. Often the topics are suggested by users. This:

- Ensures that those videos are user-centric
- Shows stakeholders that the library responds to their needs and wants

"The documents in our collection tell a story," Teller says. "We use the videos to show that story, and to convey the personalities of the staff." He paused then added, "They're like the nerdiest *Today Show* segments you can possibly imagine."

Digitizing with Intent

IN THIS CHAPTER

▷ How digitizing can market your library

▷ Curating digitized collections intentionally

NOT ALL INFORMATION IS ONLINE. Your library is proof of that. You may have vertical files filled with pamphlets, binders packed with local legal decisions, oral histories on cassette tapes, or shelves of paper resources complete with finding aids. However, your stakeholders expect to find resources online. If resources exist only in analog format, your stakeholders may:

- Be completely unaware that these materials exist
- Know about the materials but choose to ignore them because they are not readily accessible
- Consider your library irrelevant as a resource

Digitizing parts of your collection can help address this challenge. Like everything else, the choice to digitize materials markets your library. It can be a very effective marketing tool. It is important to note the difference between "*can* be very effective" and "*will* be very effective." The difference here lies not in the cost, but in the planning. Intentional digitization projects can position your library positively in the minds of users and potential users by:

- Meeting stakeholder expectations
- Improving access to important resources
- Preserving content that people want or need

This chapter focuses on how you can use digitization projects to market your library. For technical guidance, please see the resources listed at the end of this chapter.

▲ **65**

⊚ What Is Intentional Digitizing? (The Really Short Answer)

When you digitize library materials, you are converting them to an image file that can be transmitted electronically. The original materials—print, graphics, 3-D objects, or audio or video files—might be difficult, costly, or time-consuming to share. Converting them to a digital format makes it possible to share them quickly, easily, and across large distances.

Intentional digitizing teams this mechanical conversion process with traditional collection development best practices. This creates authentic digital copies that answer stakeholder needs for a sustained length of time.

⊚ Using Digitization to Redefine Your Library

As we have discussed in earlier chapters, you are marketing your library as a unique blend of place, collection, and the librarian skill set. Consider how digitizing resources can emphasize and redefine these aspects of your library for stakeholders.

Place

When you make digitized items available online, you expand how your library's stakeholders experience your library as a "place." Your library is no longer just a physical building. It is now a virtual place that can be visited anytime, from anywhere.

Collection

Access to your physical collection is limited by many things, including space, location, the number of copies, and the condition of the items. Digitizing projects allow you to:

- Increase stakeholder awareness of your collection's scope
- Share materials with more than one person at a time and with anyone who has virtual access to your library
- Give people new ways to interact with your collection (see snapshot 7.1 at the end of the chapter)
- Provide access to delicate resources without damaging the original item

Librarian Skill Set

Digitization projects are the perfect venue for flaunting the librarian skill set. Of course, your library's stakeholders may not recognize the librarian skill set in action. So, show them. Add a short paragraph to the header of each page of your digital collection that explains the good work that your library is doing for them. For example:

Welcome to the Fabulous Library's Digital Collection!
Librarians working on this ongoing project are:

- Selecting unique items that you, our users, want to access online
- Writing metadata to help you find the digitized versions easily
- Conducting ongoing quality checks
- Ensuring that digital copies remain secure in the online environment

Let us know how we can help you explore this collection!
[contact information]

This paragraph is written in "active voice." That is because the digital library did not "just happen." Skilled and knowledgeable librarians are creating and curating it. To point that out is not boasting. It is educating your stakeholders so that they understand what is involved in meeting their wants and needs.

Librarians need stakeholders to know what librarians contribute. Stakeholders who do not understand that, cannot value your library properly. Stakeholders may think that since "everything is online," librarians are unnecessary. Paragraphs like the one above help stakeholders understand that your library's materials are online and that they can find them, *because librarians made it so.*

Curate, Curate, Curate

Online access can dramatically increase the use of your collection. It can encourage stakeholders who do not use your library to start using particular resources. It can convert nonusers into advocates.

However, digitized collections can also languish unseen, just as unused in their new format as they were in their old. The fact that digitized libraries are not physical exacerbates the problem. Since they do not take up space, stakeholders cannot just stumble upon resources when walking down a row of shelves. They must be looking for it.

Therefore, from an intentional marketing point of view, libraries should digitize only those materials that fill library stakeholders' *known* wants and needs. Intentional digitization projects are not about the resources that librarians want stakeholders to want or need online. *Intentional digitization projects are about resources that the stakeholders want or need online.*

Digitization projects that do not reflect this can be huge wastes of time and money. You can (mostly) avoid the curse of the unused digital collection by focusing on selection, standards, access, and promotion.

Selection

Your digitized library may not be physical, but it is as real as your physical one. Therefore, it is vital that you curate your digital collection with the same analytical discernment that you apply to your physical collection. When selecting content for digitization, consider:

- If it reflects your library's mission in terms of content, rarity, research value, etc.
- If there is a current or realistic future demand for the content
- How it fits your current collection development plans
- If another institution has already digitized it or something similar
- Copyright permissions

Standards

Digitization standards vary depending on your library's goals and needs. That means the required tools, costs, and time also vary. For example, if you are digitizing for content

alone, you may be able to use a copier that digitizes. On the other hand, a collection that requires conservation standards may require specialized machines, software, preparation areas, staff, and big chunks of time dedicated to the project.

Being librarians, we lean to conservation standards. However, there are times when your stakeholders are better served by good, not perfect, standards. There are times when it is appropriate—and good marketing—to get resources online *now*. (See snapshot 7.2 at the end of the chapter.) When deciding what level of standards is appropriate for a particular project, consider:

- Are you required to conserve, as well as preserve, these resources?
- Is this a unique resource?
- Who are the likely users? Are they a small group of similarly focused users, or are they a large, diverse group?
- Do users have a significant need for online access *now* to this collection?
- In addition to the collection's current users, what other library stakeholder groups have an interest in this project?
- How much material must be digitized? If a collection warrants conservation standards, but that is too expensive for your library's budget, consider partnering with another organization. Partners can provide funding and technical expertise. Partners can also help you market the digitized collection.
- Could the conservation-standard digitizing process harm the original resource?
- What document preparation is necessary?
- Would additional cataloging and processing be useful? For example, many organizations use optical character recognition (OCR) software to make the digitized text keyword searchable.
- How much quality control, including digital watermarking, is necessary?
- Is there a danger that the resource will be lost if it is not digitized soon?

This last point is often overlooked. But copier-standard digitization can help preserve the content of unique paper court records, genealogy documents, local history, and more from floods, fires, and people intent on "cleaning out a bunch of old stuff." Sometimes that is very important.

Access

Digital collections require the same metadata and contextual information as physical collections. In addition, because they are digital, these collections require Technical Services to collaborate with your library's IT department on:

- Where the digital collection will be stored
- Viewing software, plug-ins, etc., that users will need to view the images
- How the digital files will be accessed
- The digital infrastructure and security necessary for continued usability and integrity
- Backup and disaster recovery plans
- How to migrate the collections to new systems

Promotion

Last—but definitely not least—you have to plan and act so that digital collections are not "out of sight, out of mind." Maintaining stakeholder awareness is a vital part of making your digital collections a success. These promotions do not have to be elaborate. They can be as simple as:

- Linking the digital resource to the catalog entry
- Reminding staff about the digital collections
- Including probable search terms in the collection's title
- One-line promotions on your library's website linking the digital collection to seasonal and current events (for example, "Tune Up for the Folk Music Fest with These Historic Regional Recordings: [insert link]")

Or, they can be a bit more involved:

- Giving short "digital collection tours" to groups inside and outside of the library
- Emailing very short (five item) digital-resource bibliographies to stakeholders that you know are interested in a topic, such as genealogy or fifth-grade science projects (include links to the resources in the email)
- Linking related collections to each other in online guides
- Building user guides, complete with commentary that puts the collection in historical and social context

◎ Evaluations Are Information Delivery Systems

Every digitization project is different. But they all—the successes, the failures, and the eh-okays—hold lessons for us. Evaluate your digitized collections regularly. Consider:

- What metrics will you use to measure the use of the collection?
- How often will you measure it?
- What results would indicate a "successful" digitization project?
- What types of materials did you digitize? Why?
- How big was the collection?
- How much preparation did it require?
- Did you have sufficient money and time?
- Were the criteria you used to select this collection to digitize appropriate?
- Did your intended audience respond the way that you wanted them to?
- Did other audiences find your digitized collection?
- Were the standards that you chose appropriate for the project?
- What access points did you provide?
- Which access points were used most? By whom? Least? By whom?
- Did you partner on the project? What lessons were learned?
- How did you promote the digitized collection?
- Did promotion result in "bumps" in collection use?
- What feedback about the collection did you get via questionnaires or surveys?

- What feedback about the collection did you get via comments to staff, emails, and comments to other stakeholders?
- Based on the gathered metrics, did your digitization project help stakeholders see your library doing good work?

Use the information to tweak the collection you are evaluating. Tweaks can include everything from improving access to making new stakeholder groups aware of it, scripting an elevator speech for library staff, or removing the collection completely. You can also use this data to inform future digitization projects. For example, it could prompt you to create more accurate project schedules, decide to include stakeholder groups in the selection process, apply different standards, or to use certain access and promotion channels.

Applying the Intentional Marketing Approach to Digitizing Parts of Your Collection

Your library probably has many, many things that *could* be digitized. Use the questions below to aid your intentional digitization process.

Emphasize that *everything* is marketing. Remind yourself that every item you digitize sends messages about your library as a place, collection, and skill set. What messages do you intend this particular digitized collection to send?

Communicate a unified message about what your library is and does. Will the digitized collection reflect your library's mission, vision, and values? Can you brand it appropriately?

Assess and address the needs and wants of library stakeholders in a measurable way. What known stakeholder need or want will this digitized collection address? Have stakeholders requested it? How will you measure usage? What will you do with those statistics? What is your realistic usage goal for the collection?

Build and maintain library-user relationships by being user-centric, not product-centric. How will you make the digitized collection available to stakeholders? Can your stakeholders actually access it that way? How will you inform stakeholders about it? Do they need training to use it? Since "out of sight, out of mind" is a real danger, how will you keep stakeholders aware of the collection?

Ensure that your library remains relevant in an ever-changing environment. Can you foresee possible new uses for the collection in the future? How will you "weed" the digital collection? How will you migrate the collection to new technologies?

Be recognized by library stakeholders as a unique provider. Is this digitized collection actually unique, or can stakeholders get it elsewhere? Will you add finding aids or usage guides that make it more user-friendly than similar collections?

Digitizing your collection is an ongoing process. Applicable technologies will come and go. Your library's mission or stakeholders may change. Working intentionally will help you digitize effectively through these changes.

Marketing tip: Save time and other resources by running your digitization project ideas through the Intentional Marketing Initiative Shortcut in appendix D. Once you decide that a collection will serve your stakeholders, expand the screen into a planning document with resources required, responsible parties, permissions, schedules, promotional plans, etc.

⊚ Key Points

- Intentionally digitized collections position your library positively.
- Digitizing markets your library as a place, a collection, and home of the librarian skill set.
- Successful digital collections require ongoing attention.

⊚ Resources

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⦿ Snapshot 7.1: Crowdsourcing and Rare Documents: Digitizing Makes It Happen

Marketing tip: Digitized transcription projects are extremely effective intentional marketing tools.

At first, crowdsourcing rare manuscripts may not seem to be the best of ideas. However, the online displays of digitized letters, diaries, and other delicate documents have allowed the Newberry Library to crowdsource huge transcription projects that convert the handwritten texts into digitally searchable documents.

The Newberry Library is a Chicago-based independent research library that is privately funded but free and open to the public. Its transcription projects:

- Display large portions of the library's collection that previously could only be viewed in the library
- Help fulfill the library's mission as a research library
- Increase the collection's value by making it more easily searched
- Give stakeholders from around the world ways to engage directly with the materials, which increases their personal interest—one of the most effective ways to turn library users into library advocates
- Show the library doing good work

⦿ Snapshot 7.2: To Conserve or Just Preserve: A Tale of Two Collections

Marketing tip: Consider the marketing impact that the digitizing standards you select have for both your library and your library's stakeholders.

In 2012, the four-person staff at the library at the Ohio Attorney General's Office (AGO library) began digitizing selected collections. Two of those collections—the AGO Opinions and the Ohio Oil & Gas Commission Decisions—illustrate why different digitizing standards are appropriate for different collections and how those differences can affect how people view your:

- Library
- Library's resources
- Library's stakeholders

The third point may be less obvious than the first two. It underscores that some collections market both your library *and* your library's stakeholders. When your library's collections make your stakeholders look good to *their* stakeholders, the library looks great.

The Two Collections

The AGO library is an in-house library. Library staff cannot provide direct assistance to anyone, including agency clients, outside of the AGO because there is too much potential for conflicts of interest.

The *only* exception to this has been providing specific AGO Opinions to anyone who requests them. The Opinions are official government documents, and the AGO is re-

quired by law to provide them. Many Ohio libraries have them in book form, but prior to the library's digitization project, Opinions from the early 1800s through the mid-1970s were not available online. As a result, library staff copied and sent an average of thirty-five Opinions a week to requesters from outside the office.

The collection of Ohio Oil & Gas Commission Decisions is a very different affair. Unlike the Opinions, the AGO has no legal obligation to maintain the Decisions collection. However, the Decisions are regularly cited by a small group of AGO attorneys, so at one point one of them squirreled copies in a set of binders.

Then something happened to the Commission's collection of Decisions. That made the AGO's collection unique. Suddenly the AGO became subject to public records requests from attorneys wanting to use the AGO collection against AGO attorneys. Library staff got involved at that point.

Table 7.1 shows the thought process used to select digitization standards for these two very different collections.

Table 7.1. A Tale of Two Collections

QUESTIONS TO ASK WHEN CHOOSING DIGITIZATION STANDARDS	OHIO ATTORNEY GENERAL OPINIONS	OHIO OIL & GAS COMMISSION DECISIONS
Does your mission statement require you to conserve these resources?	Yes.	No.
Is this a unique resource?	No.	Yes.
Who are the likely users? Are they a small group of similarly focused users, or are they a large, diverse group?	A large, diverse group, including Ohio's legal community, scholars, and the general public.	A small group of AGO staff.
Do users have a significant need for online access *now* to this collection?	No. They can get hardbound, analog copies from multiple libraries. Having it online would be useful for the library and them, but not necessary.	Yes. The decisions are cited regularly in current briefs. Since this collection is unique, the AGO is subject to public records requests for it from opposing counsel.
In addition to the collection's users, what library stakeholder groups have an interest in this project?	Library staff, AGO communications and constituent services staff, people with control of the library's budget.	None.
How much material needs to be digitized for this particular collection?	Over two hundred volumes, dating from 1814.	Eleven full 3-inch binders.
Is it possible that the conservation-standard digitizing process will harm or misplace the original resource?	Definitely.	Possibly.

(continued)

Table 7.1. *(continued)*

QUESTIONS TO ASK WHEN CHOOSING DIGITIZATION STANDARDS	OHIO ATTORNEY GENERAL OPINIONS	OHIO OIL & GAS COMMISSION DECISIONS
What document preparation is necessary?	A lot. The pages will be cut from the books to allow processing. Pages that have disintegrated will have to be rebuilt. High-end hardware is needed for processing, and pages will have to be fed through individually.	Very little. Documents need to be removed from binders. Copier with PDF and OCR capabilities can be used. Pages can be fed through mechanically.
Would additional processing be useful?	Yes. Teach program to read unfamiliar fonts so that OCR will be usable to search all AG Opinions, no matter the age. Apply OCR. Separate Opinions into individual documents. Create a naming convention and cataloging protocols. Develop an index. Incorporate search engine optimizations.	Yes. Separate Decisions into individual documents. Create a simple naming convention. All other metadata is created automatically by a document management system (DMS).
How much quality control of the digital copies is necessary?	Page-by-page examination of resource to ensure completeness. Security controls imposed so collection can be accessed but not altered by the general public. Regular checks to ensure ongoing quality and access as required by law. Standard care for degradation and future migrations.	Page-by-page examination of resource to ensure completeness. DMS set to "View" so documents can be used but not moved or deleted. Standard care for degradation and future migrations.
Is there a danger that the resource will be lost if it is not digitized soon?	No.	Yes.

Being Seen Doing Good Work

Based on the answers above, it was easy to decide that conservation-level standards were appropriate for the Opinions project and not necessary for the Decisions. The next step was to ask, "If we use those standards, what are the marketing implications?" Using conservation standards for the Opinions project would:

Mirror the collection's gravitas. The Opinions reflect the AGO, not just the library. Library stakeholders, including the people in charge of the library's budget, might not recognize the added quality of conservation standards. However, they would be furious if the collection made the AGO look bad in any way. Using conservation-level standards made the library's stakeholders look good to *their* stakeholders.

Be too costly to be approved. Quotes for the Opinions project were between $260,000 and $300,000. So the AGO library partnered with Hein Online. The project would not have been possible without Hein's support.

Take a long time. This was a multiyear project, which is a mixed blessing from a marketing point of view. There were many opportunities to show library stakeholders that the library was doing good work, saving the AGO money, and establishing important partnerships. However, the pace felt glacial to people who were not involved in it. Regular status reports helped to keep expectations reasonable.

When it was completed, library staff arranged for a statewide librarians group to present the attorney general with a proclamation honoring him for the project. This emphasized that:

- Outside experts recognized the huge scope of the project.
- Outside experts recognized its value.
- It made the AGO, not just the library, look good.

The Ohio Oil & Gas Commission Decisions project was less involved. Digitizing the Decisions on a high-end copier:

Had minimal costs outside of staff time. This made the project possible, because there was zero budget.

Did *not* conserve the only set of Decisions available. This could have very negative consequences if something happened to that set. The State Library of Ohio agreed to house the originals, upgrade the digital copies to conservation level, and harvest future Commission Decisions.

Took much less time than digitizing at conservation-level. The library's four staff members fit the Decisions project between other duties. Including quality control, it took about three months to process eleven binders.

The Decisions project showed a small group of very vocal stakeholders that the library understands and can meet their needs. The resulting digital collection was accurate, searchable, and quickly done. In addition, partnering with the State Library of Ohio meant that the AGO collection was no longer unique and could no longer be requested by opposing attorneys. This showed stakeholders that the library could help them meet both their information needs and their logistical needs.

Using Displays and Exhibits to Strut Your (Library's) Stuff

▷ Display best practices

▷ In-house, pop-up, online, and stakeholder-provided displays

▷ Planning complementary displays

D**ISPLAYS AND EXHIBITS** are the tofu of the library marketing world. They take on whatever flavor you want, while adding the "protein" of information. They can be simple or intricate, expensive or free. They can expand or contract to fit the available space. They can take little time to set up or require years. They are a staple of library marketing. This chapter looks at four types of displays and exhibits:

In-house: physical displays and exhibits of library materials within the library.

Pop-up: physical displays and exhibits of library materials in temporary spaces outside the library.

Online: virtual displays and exhibits of library materials.

Stakeholder provided: physical displays and exhibits within the library of items owned by someone other than the library.

The words "displays" and "exhibits" have slightly different meanings. However, going forward, this chapter uses "displays" to mean all activities that highlight selected materials, making them more prominent and easier to be seen.

▲ **77**

⑥ General Display Best Practices

In the beginning, library materials were rare and precious. They were kept behind locked doors and chained to desks. Some items still require that protection. However, most do not, and librarians have long been using eye-catching displays to market their books and other items. When creating or accepting any type of display, your fellow librarians suggest:

- Be user-centric. Stakeholders care (or not) at a glance, so displays have to be obvious about why the display matters to them.
- Have fun. You are sharing your library's collection with other stakeholders. Get as thoughtful, silly, traditional, controversial, outrageous, unexpected, or humorously sly as you want, while remembering that intentional displays are user-centric.
- Alert administration to potential controversies. Make sure you have their support and that they are prepared to address any fallout. Controversial displays can be a mixed marketing blessing. They can really upset some stakeholder groups. However, if your administration is prepared, they can use potential fallout to clarify the library's mission, vision, and values to multiple stakeholder groups. They can use the controversy to demonstrate the library's continuing relevance to a wide audience.
- Make a checklist or spreadsheet for each display. Include the responsible person(s), relevant dates, a rough diagram of how the display will look, the materials and actions that you will need to build it, a timeline, a list of items to be displayed, etc.
- Let people know if they are allowed to remove display items. Sometimes users are hesitant to take materials from a display because it "messes it up." Other times users remove stakeholder-provided artifacts. Make the signage friendly, but let people know.
- If people cannot remove items from the original display, add a display of relevant library materials that can be circulated.
- Adopt-and-adapt ideas from other libraries, stores, museums, and anywhere else that displays anything. In addition, an online keyword search for "library display" provides scads of creative, inexpensive, and eye-catching display ideas.
- Be flexible. Unexpected problems and opportunities happen. Breathe, gnash your teeth for thirty seconds, and then decide what you are going to do.
- Do not take it personally when people ignore a display. Try catching stakeholder interest with a new sign. If, after a few days, circulation still lags, replace the display.
- Cross-market resources within the library and greater community.
- Create complementary resource lists, and distribute them at the display site.
- Do not use shabby materials *unless* it is a display of historical items that will not be circulated.
- Focus on clarity, not quantity, when it comes to signage and props. Remember, stakeholders care (or not) at a glance, so do not overwhelm the display with fussiness.
- Print signs on card stock, in easy-to-read fonts with lots of white space. Use clip art, photos, or logos only if they are topic appropriate. Illustrations are never mandatory.
- Use a calendar of events, holidays, local goings-on, current or historical events, movies, TV shows, new books, hashtags, etc., to jump-start display brainstorming sessions.
- Evaluate the effectiveness of your displays. When possible, use metrics like circulation, comments, and click-through numbers.

⊚ In-House Displays of Library Materials

In-house displays feature library materials within the library. In addition to the general best practices listed above, when creating in-house displays:

- Let stakeholders know the display is all about them. For example, a sign saying, "It's on the MCAT exam . . ." will move items off a medical school library's display faster than a sign saying, "Check Out These Resources!"
- Showcase staff and stakeholder picks to unearth "buried treasures."
- Be nimble. Current events may prompt an unexpected interest in certain materials. Capitalize on it by pulling together a small display quickly.
- Keep circulation-oriented displays well stocked. This can require significant selecting and arranging time if your display is successful. However, you want the items to circulate. So, yay!
- Mix formats, when thematically possible.
- Change catalog entries to "display."
- Evaluate the display's impact. Did circulation of display-related items change significantly? Include items by the same author in the same genre, topic, and medium. Why medium? Because, for example, that displayed DVD on conducting depositions might be the first time a stakeholder realized that your library had DVDs.

⊚ Pop-Up Displays

Pop-up displays are physical collections of library materials in temporary spaces outside the library. They are an excellent way for your library to *visibly* participate in events within the library's larger community or organization (see snapshot 8.1 at the end of the chapter). Pop-up displays are valuable marketing tools because they:

- Expand your library's sense of place
- Highlight parts of the collection that stakeholders might not know about
- Demonstrate that other organizations value the library enough to include it in their events
- Give partner organizations a way to add value for their members (i.e., people see both the library and other organization doing good, which builds alliances)

In addition to the general best practices listed at the beginning of this chapter, when creating pop-up displays:

- Ensure that the mission, vision, and values of the host organization complement your library's mission and goals. *The library will be associated with the outside group— make sure that you want to send that message.*
- Flaunt library branding. Make sure people know that the display is from the library.
- Show stakeholders how the display ties to the event or space that stakeholders are in now.
- Plan the pop-up to take advantage of the available space. For example, if the display area is in the middle of a room with good circulation, use display cases or

standing panels. If, however, there is no floor space available, try large posters. You can add QR codes, URLs, etc., to the posters to link people to more information.
- Mix formats, when thematically possible.
- Bring topic-related resource lists.
- Staff the display with knowledgeable and pleasant library representatives.
- Evaluate your pop-up display's impact. What comments were received? Did people sign a guest book or stop to chat with library staff? Does the host organization look forward to future pop-ups? Do other organizations now want a pop-up of their very own? Was the pop-up included in any press, social media, or marketing of the larger event? Use the feedback in planning future displays.

Online Displays

Online displays fall into three categories. One, they exactly replicate the library's physical displays. Two, they present a digital image collection that has nothing to do with a physical display. And three, they can combine categories one and two. Whatever their category, online displays market your library because they:

- Expand your library's sense of place. Stakeholders discover that the library has something specific to their interests, even when they are not in the library.
- Give people new ways to interact with your collection (see snapshot 8.2 at the end of the chapter).
- Provide worldwide, 24/7 access to the displayed items.
- Emphasize parts of the collection that stakeholders might not know about.
- Expand your library's stakeholder base. Online displays can provide universal access to specific library materials. This allows your library to gather supporters—and possible grant and other funding sources—from all over the world.

In addition to the general display best practices, when creating online displays:

- Make your online displays easy to find. Many search engines have tools to help you identify popular search terms for a given topic. Using these keywords in your display titles helps to position your displays higher in search engine results.
- Take advantage of the interactivity that online displays offer.
- Remember that "Content Is King," and use content to make people *want* to visit your online displays.
- Cross-market shamelessly. Add library catalog numbers to online display pages to link online images with related library resources. Add signs at the computer stations and QR codes in the book stacks and reading areas to advertise the online display. Send news releases about online displays to local media and to organizations interested in the topic.
- Test the display on several different devices. Follow best practices guidelines for whatever online platforms you are using to ensure that images display properly.

Evaluating your online display's impact can be tricky. The metric most associated with online sites is "click-through," or CTR. CTR can tell you how many people visited a particular page.

However, CTR cannot tell you if your display is successful. CTR cannot tell you if the people clicking on it are thrilled or disappointed. So, yes, collect the CTR. But also use the metric that many marketing professionals rely on: "conversion." Conversion is when an online viewer takes an extra step to interact with the site. For example, conversion happens when users create accounts so that they can comment on displays. Give stakeholders a "conversion" opportunity. Make it possible for them to leave comments, or link to your display, or forward it via social media.

Stakeholder-Provided Displays

Stakeholder-provided displays include anything that outside groups or individuals want to display in the library. They include fine art, flyers for local events, collectibles, school art shows, cultural items, etc. They market your library by:

- Enriching visitors' experience without adding cost
- Stimulating interest in parts of your library's collection that people might not know about
- Showing stakeholders that other individuals and organizations value the library enough to share resources with them
- Providing opportunities for cross-marketing and media exposure
- Encouraging people who might not normally visit the library to come in for that display

In addition to the general display best practices listed at the beginning of this chapter, when arranging for stakeholder-provided displays:

- Ensure that the display materials, and the stakeholder offering the display, complement your library's mission, vision, and values. *The library will be associated with the stakeholder-provided display—make sure that you want to send that message.*
- Protect the library with a good, detailed display policy. See the Cumberland Public Library's Display Policy in appendix E for an example.
- Show stakeholders why the display matters to them.
- Stage displays of related library resources nearby for people to check out.
- Add signs with QR codes, URLs, etc., to link people to more information.
- Send photos to local media, and post them on the library's website.
- Take advantage of cross-marketing opportunities. If, for example, your library hosts a school art display, give a "Your Child's Art at the Library!" flyer to the school to distribute via the PTA/PTO, teachers, and on the school website.
- Evaluate the stakeholder-provided display's impact. What comments were received? Did people sign a guest book or stop to chat with library staff? Did it entice new visitors to the library? Did it change circulation numbers? Was the display included in any press, social media, or cross-marketing? Use the feedback in planning future displays.

⊚ Planning Complementary Displays

Complementary displays increase library visibility without spending additional cash. They:

- Allow ideas and display-making skills to be shared
- Address the needs of multiple stakeholder groups
- Provide multiple opportunities for positive word-of-mouth marketing
- Allow individual library departments to "strut their stuff," while still presenting as a unified library

Imagine, for example, that the library's larger community is celebrating "150 Years of Railroads." In scenario one, only the children's librarian thinks to tie into the community's celebration with a "Thomas the Tank Engine" display. The other library departments have unrelated exhibits. In this scenario, the only stakeholders who know that the library is aware of the community's railroad hoopla are those who frequent the children's department.

Now, imagine a second scenario, in which the children's librarian suggests that others tap into the celebration. Library staff discusses it, and:

- Library staff offers to serve on the community event's planning committee.
- Children's department has a "Thomas the Tank Engine" display.
- Reference displays resources on historical railroads, model trains, and railroad collectibles.
- A-V displays railroad-themed travelogues, movies, audiobooks, and songs.
- Fiction displays railroad-themed murder mysteries.
- A stakeholder-provided display of railroad collectibles is scheduled.
- Pop-up displays featuring resources on local railroad history are offered to local community, railroad, and historical groups.
- Resource lists are created for the displays.
- The library's website includes highlights from all of the displays, the resource lists, links to relevant databases, and information about the community celebration.

In this second scenario, every stakeholder who visits the library or the library's website knows that the library is part of the celebration. In addition, by creating a critical mass of celebration-oriented events, the library can be cross-promoted via the community's celebration guide and website. Local news media may even find it newsworthy. Many people will see the library doing good work that is relevant to the community.

In order to plan complementary displays, you have to know what is going on in your library and in your larger community. Publications of special days and anniversaries, like *Chase's Calendar of Events*, are also helpful for two reasons. First, they provide a hard-to-exhaust source of ideas. Second, displays based on anniversaries help position the library in stakeholders' minds as an entity that is both current and rooted in history. That combination of relevance and depth inspires trust in your library.

Keeping a display calendar like the sample in table 8.1 can simplify display scheduling, and help identify when creating complementary displays will benefit your library.

Table 8.1. Sample Display Calendar for February 1–February 28

DISPLAY AREA	DISPLAY TOPIC/TYPE (IN-HOUSE, ONLINE, POP-UP, STAKEHOLDER PROVIDED)	DOES IT COMPLEMENT OTHER LIBRARY, COMMUNITY, OR NATIONAL EVENTS?	RESPONSIBLE STAFF	CONCURRENT LIBRARY EVENTS	CONCURRENT COMMUNITY EVENTS
Meeting room walls	Photos of library and community evolution; in-house and online	Yes, "Love Your Community" and Friends of the Library sale		"Love Your Community" Friends' Sale in meeting room Feb. 14	"Love Your Community" Feb. 1–28
Children's—across tops of low shelves	Presidents; in-house multimedia	Yes, Presidents' Day			Presidents' Day
Children's display unit 1	Chinese New Year; in-house multimedia	Yes, Chinese New Year stories/crafts and stakeholder-provided display		Children's Dept. Chinese New Year stories/crafts	Chinese New Year
Children's display unit 2	Thomas the Tank Engine; in-house	Yes, "150 Years of Railroads" community event and multiple in-house and pop-up displays			
Teen walls	Anime cells; stakeholder provided and online (if permitted)	Yes, Gaming Convention			Gaming Convention
Teen display unit	Graphic comic books and how-to-illustrate resources; in-house multimedia and online	Not obviously, but appeals to the anime and gaming crowd; resource list of library e-books and YouTube videos			
Reference display unit	Resources on historical railroads, model trains, and railroad collectibles; in-house and online	Yes, "150 Years of Railroads" community event and multiple in-house and pop-up displays		"150 Years of Railroads" displays	
A-V display	Railroad-themed movies, audiobooks, and songs; in-house multimedia and online	Yes, "150 Years of Railroads" community event and multiple in-house and pop-up displays			
Fiction display area	Railroad-themed murder mysteries; in-house and online	Yes, "150 Years of Railroads" community event and multiple in-house and pop-up displays			
Reading room locked case	Chinese New Year; stakeholder provided and online (if permitted)	Yes, Children's program and in-house display			
Senior Center	Railroad-related materials; pop-up	Yes, "150 Years of Railroads" community event and multiple in-house displays			

◎ Applying the Intentional Marketing Approach to Displays and Exhibits

Making your displays and exhibits intentional helps your stakeholders see what your library has for them. This helps to position your library well in their minds. Use the questions below to refine your intentional display process.

Emphasize that *everything* is marketing. Remind yourself that every in-house, pop-up, online, and stakeholder-provided display sends messages about your library. What messages do you want your display to send?

Communicate a unified message about what the library is and does. Can the display be tied to a program or something else in the library? Does the display "star" some items that are usually hidden in the collection? Does it reflect your library's mission, vision, and values? *If a display is potentially controversial, does your administration support it?*

Assess and address the needs and wants of library stakeholders in a measurable way. What stakeholder need or want is met with this display? How were those needs determined? What stakeholder groups were considered? How will people learn about the display? Is the display's format user-friendly? Are the library's display policies clear and easy to find?

Build and maintain library-user relationships by being user-centric, not product-centric. Why will stakeholders—not just library staff—want to read, view, or listen to a particular item? What signage do you need to explain to stakeholder groups why this display is relevant to them? Can you offer to take a display out of the library? Can you create resource lists?

Ensure that the library remains relevant in an ever-changing environment. Is the display content of interest *now*? Why? How does it represent the library within the library's larger community? Does the content make the library look dated? Does the display text need to be multilingual? How does the library use formal and informal feedback?

Be recognized by library stakeholders as a unique provider. Can the display be tied to something happening in the larger community? Does it introduce library materials and staff to stakeholders who do not usually visit the library? Does it give people an exciting reason to visit the library's website? Will it encourage stakeholders to partner with the library? Does it remind people that there are unique things at the library for them?

Marketing tip: In-house and library-created online displays of library materials do not need to be prescreened through the Intentional Marketing Initiative Shortcut in appendix D. After all, the materials in those displays were originally selected for the library's collection because they met the library's mission. However, screening them does highlight specific stakeholder needs that the display serves, and reinforces using the intentional mind-set.

Pop-up and stakeholder-provided displays are another matter. You can save resources and avoid some unexpected hassles if you prescreen those to ensure that the potential venues or materials fit the library's mission, vision, and values. Once you decide that a display does fit, expand the screen into a planning document.

◎ Key Points

- Displays market the library, not just library materials.
- Complementary displays multiply marketing impact.
- A clear display policy protects and markets the library.

ⓖ Resources

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OEDB (Open Education Database). "5 Free and Open Source Tools for Creating Digital Exhibitions." At http://oedb.org/ilibrarian/5-free-and-open-source-tools-for-creating-digital-exhibitions/ (last accessed on 12-02-17).

Marketing tip: Join groups that are planning out-of-library events. That allows you to provide displays as part of the library's contribution.

"Displays churn the collection so people can see it with a new perspective," says Joe Lawson, deputy director at the Harris County Law Library in Houston, Texas. "Pop-up displays take you out of the library, onto someone else's home turf. That makes you look at things in a new perspective, too."

Lawson spoke about pop-up displays and other low-cost, no-cost marketing tactics at the 2017 American Association of Law Libraries Conference. Pop-up displays are small, very short-term displays of library resources that complement a larger project. The display materials—foam core board, poster board, card stock—cost very little.

Lawson made a pop-up display for a three-part series sponsored by the library's parent organization, the Harris County Attorney's Office (HCAO), as shown in figure 8.1. The series looked at new U.S. immigration laws through the prism of, among other things, local Texas history as presented in *The Train to Crystal City*. The book by Jan Jarboe Russell examines the history of Crystal City, a World War II immigrant internment camp in Texas. The series attracted Houston's legal community and others interested in immigration issues (in Texas, that is a large stakeholder segment).

Figure 8.1. Simple signage makes pop-up displays welcoming. *Photo courtesy of Joe Strange*

Lawson had tried to interest HCAO in pop-ups before. He would cold-call them, mention that he had heard about a program they were holding, and offer to create a display. His offers were never accepted. Then he got on the planning committee for the lecture series. He again offered a relevant display. His offer was accepted. Why this time and not before? Because this time Lawson was part of the process. He was at the table.

He could explain how this would add value to an already great program. The display was not presented as an "add-on," but as the library's contribution to the larger group's effort.

When researching material for the display, library staff discovered documents relating to Hans and Frieda Ackermann's internment. These documents had been previously unknown; they provided an excellent "the library is unique" moment. (See fig. 8.2.)

Figure 8.2. Previously unknown documents relating to Hans and Frieda Ackermann's internment in Crystal City, Texas, during World War II were discovered in the library's collection after a lecture series project began. *Photo courtesy of Joe Strange*

Once materials were gathered, Lawson created a digital mock-up showing how items might be displayed in the three museum-style cases in the HCAO lobby. Then, he used the copier and printer (a lot), cut foam core, ensured that the display would be secure, packed everything into copier paper boxes, and took it to the lecture site.

Putting pop-up displays together does not take much cash, but it can be significant work. Evaluation is key to determining whether the effort is worth it. In this instance, 73 percent of the attendees who filled out the lecture series' satisfaction survey had also viewed the exhibit. In addition, the HCAO has commissioned displays to complement future events.

"But," Lawson says, "it's always selling it. You have to spell out library's contribution to the project. You have to show them how we bring added depth and value to their programs. No one will ask for it, because they don't know it's there to ask for."

⊚ Snapshot 8.2: Online Displays at the Newberry Library: New Ways to Interact with Old Materials

Marketing tip: Linking to a digitized resource can transform a static online display into a more engaging interactive one.

"In online exhibits," says Diane Dillon, head of exhibitions and major projects for the Newberry Library, "a deeper didactic narrative is possible. We can use more text, more interpretive material. We don't have . . . space and time limitations. We are constantly experimenting."

Dillon is proactive about using current technologies in conjunction with more traditional display methods. The Newberry Library—a Chicago-based independent research library that is privately funded but free and open to the public—hosts world-renowned displays in its first floor exhibition space. These physical exhibits have related online exhibits. The online versions include additional content created by the curators responsible for different parts of the library's collection. Gallery visitors who want to view this additional content while they are looking at the exhibit may borrow tablets while they are in the gallery.

Access to additional educational content is one tremendous benefit that online displays can deliver. In addition, online displays can provide viewers with opportunities to interact with displayed materials. This can position the library favorably in the minds and hearts of stakeholders.

"If you have a book open in the gallery," Dillon explains, "people only see the two pages that the book is opened to. But if you link the digitized book to the online exhibit, those pages can be turned. The patron can read that entire manuscript. They engage."

Outreach Is Just Getting into *Their* Space

MARKETING BY OUTREACH is nothing new. Librarians have taken their show on the road with libraries-on-wheels since at least the 1850s. They have ferried books into war zones and traveled on horseback to solitary homesteads because potential library users could not get to the library. Common outreach initiatives include:

- Services for shut-ins
- Partnerships, and serving on community boards or committees within your library's parent organization
- School visits
- Brown-bag lunch chats outside of the library
- Bookmobiles
- Pop-up displays
- Classes taught online and in locations outside your library

To many librarians, outreach is "just part of the job." They are right. It is part of the job—an important part of the job—because outreach:

- Expands your library's reach to include potential users who do not now use your library
- Introduces library staff and volunteers to other stakeholders, strengthening their sense of being part of the library community

- Shows potential users that your library has something to improve their lives
- Reminds current users that your library has something to improve their lives
- Demonstrates *how* your library is a vital, contemporary, and integral part of the community or organization
- Offers library staff a chance to hear what other stakeholders think about your library
- Develops new stakeholders, which can be very helpful during resource campaigns

All of these actions market your library. They become intentional marketing when you coordinate and publicize outreach efforts to ensure that they show your library doing good work. Remember, it is *not* boasting to let people know that your library is "doing well." Outreach does the following:

- Allows people to take advantage of what your library offers. They cannot use what they do not know about.
- Shows funding stakeholders the "bang" they are getting for their money. Being transparent and demonstrating library value is vital during financial discussions.

New Tech, New Outreach

New technologies hold many outreach opportunities. These include services that many librarians may not recognize as marketing, including:

- "Ask a Librarian" online chat
- Podcasts on how to use different resources
- Streaming live programs
- Quick Response (QR) codes that link to library resources
- Current Awareness Services via Twitter, email, or other digital delivery

High-tech outreach can be very convenient because it enables outreach without library staff or volunteers ever leaving your library. However, high-tech outreach can also fail spectacularly because it enables outreach without library staff or volunteers ever leaving your library. You increase your chance of marketing success if:

Your high-tech initiatives embrace a high-touch approach. The digital world can be very impersonal. When you do not see or hear the people that you are interacting with, it is easy to forget that they have feelings, and opinions, and preferences.

You meet your stakeholders at *their* technology levels. You must also know how they can—and will—access library resources. Different stakeholder segments use different technologies. If you want stakeholders to respond to your outreach, you must make it as easy as possible for them to get it. (See snapshot 9.1 at the end of the chapter.)

Potential Partners and Other Low-Hanging Fruit

Even with new technologies, much of library outreach is still person to person. This can nudge some librarians outside their comfort zones. So, when seeking to entice stakeholders to use your library, begin with the "low-hanging fruit." Low-hanging fruit is a stakeholder group that can quickly recognize "what's in it for them," once you point it out.

And you do have to point it out. No one knows what your library offers like you do. Potential partners, teachers, researchers, practice groups, parents, student clubs, community groups, and others may be eager for library services and resources, but *they may not know what to ask for*. Once you tell them, they will ask. So, become a part of *their* space. Work with them on joint interests. Highlight what you have for them. When picking low-hanging fruit, remember to:

- Use your library's mission, vision, and values statements to stay on message.
- Be clear about what your library can and cannot offer to specific groups of users.
- Emphasize what is in it for the stakeholder. Tell them explicitly how they will benefit.
- Focus on collections or services that you know stakeholders want. For example, provide history resource lists and programming to a local historical society, a graphic novels display to a science fiction convention, and a makerspace exhibit for a small business fair.
- Tell potential partners what you are able and willing to do. Remember, if they knew what your library could do, they would have already asked.
- Deliver high-quality services and resources. It is better to do a small amount of outreach, and do it very well, than to do a lot of outreach poorly.
- Flag stakeholder groups that will need greater outreach efforts. Let ideas for these groups mature, and come back to them.

When musing about potential partners, consider your library's strengths and weaknesses (see appendixes A–C). The best partnership fit is where your strengths match a partner's weaknesses, and their strengths match your library's weaknesses. For example, a potential partner may have money and a built-in audience but no idea on how to put together a program. Your library has people who can program but no budget. Violà! A partnership!

Working with stakeholder groups who suddenly "get the library" can be great fun. There is often a strong emotional return for staff and volunteers because these groups really appreciate the library. No hard sell is needed. In addition, partnerships can develop that may help to:

- Digitize collections relevant to specific stakeholder interests
- Monetize library assets with little hassle to your library (for example, some libraries partner with arts organizations to sell copies of their maps, illustrations, etc.)
- Create joint programming that further increases your outreach

Your stakeholder allies will want ways to promote your library to *their* constituencies. They will want to spread the word about resources, programs, and your library's general fabulousness because it makes them look connected and in-the-know. Excellent. Give them the tools to do that. There is no rule dictating that library staff has to do all the marketing work.

Embedding Librarians

In most outreach initiatives, library staff is based at the library. They visit stakeholders—either in person or digitally—and then return to the library. However, some librarians are "embedded." Embedded librarians are based off-site, out of the library. They work all day, every day, on the home turf of attorneys, military staff, researchers, doctors, and others.

Embedding librarians can be a wonderful marketing tool. However, there are costs to it. If those costs are not recognized and managed, embedding becomes a negative for the library. To successfully embed librarians, you must have:

- Sufficient staff to cover both your library and the embedded site. If you cannibalize your library's staff to embed, service at your library will suffer and in-house users may become less satisfied with your library.
- Up-to-date equipment that is appropriate for the setting. This is not just an efficiency issue but a marketing one. Your off-site librarians will be scrutinized by people who may be skeptical about the value of librarians. If your librarians have slower, less efficient equipment, *they* will be seen as slower and less efficient.
- Buy-in from someone influential at the embedding site. Do not waste time, energy, staff, or other resources by trying to embed with an unenthusiastic group. Work with stakeholders who see the benefit to having a librarian of their very own.

If you meet these three requirements, consider embedding. It can deliver high-quality, targeted services to a group that might not otherwise use your library. It also:

- Reminds stakeholders on a daily basis that your library exists.
- Establishes and strengthens relationships between librarians and users. People are more likely to request help from people they know.
- Allows librarians to respond immediately to emerging issues. This builds confidence in the librarian and your library.
- Gives librarians a chance to strut their stuff. Many library users are unfamiliar with the power of a properly honed question. Immediate, in-person reference interviews can save library users time and effort by clarifying their information needs.

Reaching Out, Listening In

It is true that you always want to know what your stakeholders think about your library. There are times, however, when your library's well-being depends on knowing what your stakeholders—all of them—think about your library.

The outreach tactics we have discussed thus far give library staff the opportunity to hear what some stakeholders think about the library. However, that information may be skewed. After all, stakeholders using outreach services already know about your library. In many instances, they already love your library. Similarly, in-house surveys may not give you enough information because anyone taking the survey is already in the library. You can end up with an echo chamber, where the only information you get is from people who think similarly to you.

Echo chambers can be comfortable places to be. After all, who does not like hearing that they are right? However, echo chambers can leave your library unprepared to deal with:

- Changing demographics
- Changing internal or external politics
- Changing needs
- Changing economics
- Changing competition

In short, hearing only what you want to hear can leave your library unprepared to deal with change.

Fortunately, librarians know how to research. Many libraries research community opinion *outside* the library. They set up survey booths at local festivals, conduct door-to-door surveys, crash departmental meetings, and convene chat groups at schools and other community organizations. (See snapshot 9.2 at the end of the chapter.)

It is wonderful when the people surveyed praise our libraries. Hearing the negatives is not so easy. But the payoff can be tremendous. Intentionally reaching outside your library to gather stakeholders' thoughts raises your library's profile. Staff can discover where they are meeting stakeholder needs, and where they are not. You can identify new partnership opportunities.

Perhaps most importantly, your library's users and potential users feel heard. Holding these conversations shows all stakeholders that they matter to the library.

Your library's follow-up shows them why the library should matter to them.

⊚ Applying the Intentional Marketing Approach to Library Outreach

A unified outreach program may already be part of your library's strategic plan. If it is not, then conversations between the staff and volunteers responsible for different types of outreach may be required. There may be a little pushback, at first. Eventually, however, the unified approach will increase the effectiveness of all library outreach and may help you save resources. In addition, the collaboration between different outreach specialists often generates new ideas and approaches. Use the questions below to jump-start your intentional outreach planning process.

Emphasize that *everything* is marketing. Remind yourself that every outreach initiative, including the format, sends messages about your library. What messages do you want your library's outreach to send?

Communicate a unified message about what your library is and does. Does the outreach market your library's place, collection, or librarian skill set? Does it reflect your library's mission, vision, and values? How does it represent your library within your library's larger community? Do outreach coordinators understand that outreach is about the relationship between stakeholders and the library, and not about them?

Assess and address the needs and wants of library stakeholders in a measurable way. What needs and wants does this outreach address? How were those needs determined? What stakeholder groups were considered? Can the outreach be adapted to reach more people? *Should* it be adapted to reach more people?

Build and maintain library-user relationships by being user-centric, not product-centric. How is the outreach initiative's content tailored to specific stakeholder groups? Does a stakeholder group need frequent outreach or occasional programming or displays? How can stakeholders request outreach?

Ensure that your library remains relevant in an ever-changing environment. Is the outreach content of interest *now*? How is the outreach delivered? Is that medium—be it paper, email, online, newspapers, social media, QR codes, or audio—accessible to most of your stakeholders? Does it need to be multilingual? How does your library use the feedback that it receives?

Be recognized by library stakeholders as a unique provider. Does the outreach deliver something unique to library stakeholders, or can they get something similar elsewhere? What added value does your library provide by doing this outreach? Will partners recognize its value? How will funding stakeholders be kept informed?

Marketing tip: Save time and other resources by running your outreach initiatives through the Intentional Marketing Initiative Shortcut in appendix D. Once you decide that an initiative does serve your stakeholders, expand the screen into a planning document.

Key Points

- Outreach can be a powerful marketing tool.
- High-tech outreach is more effective with a high-touch component.
- Advanced outreach tactics like embedding need significant support.
- Outreach enables two-way information flow between stakeholders and library staff.

Resources

Contra Costa County Library. "Snap & Go! Library Service Access Points Anywhere You Can Stick a QR Code," award-winning John Cotton Dana entry. At https://www.ebscohost.com/resources/john-cotton-dana/winners/2012/contra-costa-county-library.pdf (last accessed 11-21-17).

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⊚ Snapshot 9.1: Snap & Go with the Contra Costa County Library System

Marketing tip: Know your stakeholders.

In 2010, the Contra Costa County Library System in California teamed with area transit authorities to produce "Snap & Go." Snap & Go placed QR codes on buses and wall posters. People could snap a picture of the QR code with their smartphone and access e-books, library information, text-a-librarian services, museum passes, and more. The QR codes expanded the library's "place" to everywhere the buses went.

Before launching Snap & Go, library staff identified their potential customers as all county residents. They found that:

- 40 percent of the county's residents commuted outside county borders to work
- County residents were above the national average for owning smartphones
- 67 percent of the population was between 15–64, an age range that favors smartphones

Library staff used this and other information to determine 1) what services were needed by their potential customers, and 2) how best to deliver and publicize those services.

This background research paid off; usage of the library's mobile site rose by 16 percent. These results brought the library numerous regional and national awards, including several from ALA for technology innovation and marketing excellence. All of the accompanying media hoopla caught the attention of the library's funding stakeholders. Thus, even if those stakeholders never used the library, they saw it filling a unique role that was needed by the community. They saw the library "doing good."

⊚ Snapshot 9.2: Community Conversations *Outside* the Daniel Boone Regional Library

Marketing tip: Sometimes the things that you least want *to hear are the things that you most* need *to hear.*

After its levy failed in 2008, Missouri's Daniel Boone Regional Library (DBRL) wanted to find out why. So they asked their community. All 1500 square miles of it.

The DBRL board and administrative teams met with civic leaders, solicited website and postcard input from the public, and asked the opinions of library staff. Their most ambitious outreach was a series of community conversations.

The conversations were led by library staff members, not the board or administration. First, the library trained staff members in how to facilitate small group discussions, and provided them with scripts (see exs. 9.1 and 9.2). Then, they held "drop-in" meetings in all of DBRL's communities. Meetings were held at schools, places of worship, government offices, child-care centers, senior centers, and social services organizations like the health department.

Example 9.1.   DBRL Community Conversation Questions, January 2017

Tonight we're going to discuss the kind of community we want. To get started, let's talk about:

- What do you value most about our community?
- What is it that makes you proud of our community?
- What are the core factors that give life to this community?
- What are our greatest assets (community *and* library)?
- What changes do you foresee in our community in the next three to five years?
- If you could wave a magic wand and transform this community, what change would you most want to see?
- What kind of change is needed to make that happen? What exists now that will enable our community to realize its dreams and aspirations?
- What role might the library take on to help our community achieve its goals and aspirations?
- What opportunities should we (the community *and* the library) focus our efforts on?

Note-Takers

The main responsibility of a note-taker is to capture key insights, ideas, themes, turning points, and quotes from the community conversation. An effective note-taker will:

- Be observant, noting what people say, how they say it (the emotion, tension, or doubt) and even what people aren't saying (what's being ignored).
- Capture the essence of the conversation without inserting his/her own voice, words, or judgment.
- Note details (like the specific words that people are using) *and* translate that into larger themes.
- Stay focused on the goal of the conversation: "What are we learning?" Immediately after the conversation, talk with the conversation leader to compare notes and identify themes within conversations and across conversations.
- Answer the question: What did you make of the conversation?
- Answer the question: What ideas, actions, or comments really seemed to resonate with the group?
- Answer the question: What did you notice in terms of the group's energy and emotion?

A key step in this process is to organize the notes while they're fresh in the minds of the facilitator and note-taker. After the conversation, the note-taker should organize the notes into eight categories:

- What participants value in the community and the library
- Strengths of the community and library
- Main concerns
- Specific issue concerns
- Aspirations and dreams
- Potential action steps

- Priorities
- Questions

Please send your notes to Elinor by email as a pdf. file within forty-eight hours of your event. Thank you!

Example 9.2.   Notes for Facilitators and Recorders/ Community Conversation Events, 30 January 2017

Below please find a final summary of the notes to review prior to your events. I will check in with each of you to go over any questions you may have and to provide you with any updates from events scheduled prior to yours (except for the brave first-event facilitator and recorder!).

Supplies

- Legal pad and pens
- Staff name tag and business cards
- Bottled water
- Cookies
- Copies of the patron online survey
- Library bags
- Location and time of the event, map if needed, email and phone number of the contact person at the site

Introduction

- Greet attendees to welcome them as they arrive, and offer them refreshments. Note the location of restrooms if needed. Introduce yourselves and your role at DBRL. Thank attendees for participating, and invite them to take a library bag as our thanks for their participation.
- The library is seeking public input as part of our strategic planning process.
- This conversation is one of several that we're having with people across the community. Each one is a chance for us to better understand people's aspirations for our community, the concerns they have, and what they believe might make a difference in strengthening the community.
- We also want to explore ways in which the library can help make those dreams a reality and bring about positive change that advances the community.
- Our process is based on the work that public libraries are doing to address community challenges and to support the transformation of public libraries for the digital age.
- We'll take what we learn from these conversations and use it to help make our work in the community more effective.
- We can't promise the conversation will lead to a new program or policy. We pledge to get back to you with what we learned and let you know how we'll use what we heard.

Ground Rules

Facilitator: My role is to ask questions that help us have a good conversation. I won't participate or offer my views—this is a conversation about what *you* think.

- When we refer to "the library," we mean the full range of library services, including our facilities.
- To be sure I get what you're saying, I may ask follow-up questions.
- To make sure we hear from everyone, I may ask you to hold off on comments at times.
- Identify the note-taker: The notes won't include anyone's name. They're to make sure we catch what you're saying.
- There are no "right or wrong" answers. Encourage participants to draw on their own experiences, views, and beliefs.
- It is okay to disagree, but don't be disagreeable. Respond to others how you want to be responded to.
- Have fun!

Closing Remarks

- Is there anything else anyone wants to say before we close our discussion and adjourn?
- Summarize key points.
- The library will share a summary report on our community conversations next spring.
- Thank attendees for their participation.

Background Information for Facilitators

Our process is based on work of the Aspen Institute Communications and Society Program: Dialogue on Public Libraries, a thirty-five-member national group that met to examine the evolving societal role of the public library and to shape and advance a perspective that reenvisions public libraries for the future.

The public library is no longer a nice-to-have amenity, but an essential part of a community's infrastructure and a key partner in sustaining the educational, economic, and civic health of the community—in DBRL's case, a two-county regional community.

While the mission of public libraries hasn't changed, its role in the community is changing, and so is its value proposition. The old library model was built around information scarcities—the high cost of storing and searching for knowledge. That model is giving way to an emerging value proposition that is built around the public library's three key assets: its people, place, and platform.

People: The library as people reflects the shift away from building collections to building human capital, relationships, and knowledge networks in the community.

Place: Today's library is both a physical and virtual place, but it continues to be the physical presence of the library that anchors it most firmly in the community.

Platform: The library is user-centered; it empowers users to determine what it provides and how users make use of those resources.

How can our library align its services to support the goals of our community?

"The key take-away," says DBRL associate director Elinor Barrett, "was how different each of these communities is. A cookie-cutter style of service wasn't going to

make it. Personal relationships with influencers, being aware of needs—that's what we had to build.

"For example," Barrett continues, "the interstate divides Callaway County in half. And people don't like to cross that boundary. Well, a staff member saw a Facebook posting by a schoolteacher (on the other side of the interstate). The poster said that the public library is too far away, so he was going to start adult programing at his school, and start building a collection."

DBRL contacted the teacher. As a result:

- Four schools across the interstate from the library are open every Monday night for library-provided STEM and adult technology programming.
- DBRL built satellite collections in each of the schools.
- DBRL lends "hot spots" to stakeholders in that district because Internet service is spotty.

The Library incorporated the findings into its 2009–2017 strategic plan, and again into its 2018–2020 plan (see appendix C). For example, 2018 objectives include pop-up library services and the establishment of community liaisons. Staff has internalized that "get out of the library and into the community" message, also. They are attending community meetings, and Barrett talked her way into the City of Columbia's strategic planning process.

"(The city) never even thought about contacting the library," Barrett says. "People don't see public libraries in the way we see them. They still think of the library as the building. We have to remind them that we can take staff, technology, and resources out into the community."

Programming to Market

PROGRAMS—EVERYTHING FROM story times to gaming nights, legal lectures, book discussions, festivals, and more—can be one of your library's most powerful marketing tools. When intentional, programs:

- Reflect your library's mission, vision, and values
- Fulfill specific stakeholder wants and needs
- Attract positive attention from multiple stakeholder segments, including funding stakeholders
- Help stakeholders view your library as contributing and relevant to their lives, which can turn library users into library advocates (see snapshot 10.1 at the end of the chapter")

Programming Best Practices

Programming comes in a multitude of flavors and formats, depending on the topic and target audience. Programs can be regular events or onetime splashes. They can be held in the library, off-site, or online. However—regardless of topic, format, audience, or venue— the programming best practices below will help you create intentional programming that markets your library well. When creating library programs:

- Be user-centric. You can put together the best program in the world, and if your stakeholders are not interested in it, you cannot make them attend.

- Produce high-quality programming.
- Explicitly identify how a program showcases your library as a place, a collection, and home of the librarian skill set. If the program does not do this, rethink it.
- Explicitly identify how a program fulfills your library's mission. If the program does not do this, rethink it.
- Explicitly identify stakeholder groups that a program addresses. This will guide you in choosing the program topic, slant, and format. It also helps you to select the keywords and promotional channels that those specific stakeholders use.
- Explicitly identify stakeholder needs that a program addresses.
- Explicitly identify who is responsible for each detail of the program.
- Share your program information and vision. This may seem obvious, but this author has made the mistake of not discussing how she expected a program to develop. That wasted time, money, and people's tempers. Remember: no one can read your mind.
- Give yourself enough time and other resources to properly create a program and publicize it. It does not matter how wonderful an idea is, if there is not enough time to do it well. Poorly implemented or attended programs send a bad message about your library.
- Have fun. You are sharing your library with other stakeholders. Share your delight and your sense of wonder, too.
- Alert administration to potential controversies. Make sure you have their support and that they are prepared to address any fallout. Controversial programs can be a mixed marketing blessing. They can really upset some stakeholder groups. However, if your administration is prepared and has the resources, they can use potential fallout to explain your library's mission, vision, and values to multiple stakeholder groups. They can use the controversy to demonstrate your library's continuing relevance to a wide audience.
- Plan. Plan again. And then plan again. Make a checklist or spreadsheet for each program. Include the persons responsible for details, activities, relevant dates, storyboards, accompanying displays, needed resources including space requirements, an action timeline, promotion venues, etc.
- Find out what competition your program will face for a particular time slot or day. Schedule accordingly.
- Prepare for equipment failure. Pack extra markers, poster board, lightbulbs, extension cords, etc. Test outlets and computer connections *before* the program starts.
- Make your online programs easy for stakeholders to find. Many search engines have tools to help you identify popular search terms for a given topic. Use these keywords in your program titles and copy to position your programs higher in search engine results.
- Cross-market shamelessly.
- Create complementary resource lists. Distribute them before, during, and after the program. Share story time reading lists with preschools, for example, or post a lecture-related resource list to a hospital listserv before a medical lecture.
- Evaluate your programs. When possible, use very short paper or online surveys to gather comments. Also, gather staff insights, and metrics like attendance, related circulation, and click-through numbers.

⊚ With a Little Bit of Help from Your Friends

Partnerships can add depth, resources, and significant outreach to library programming. They can:

- Enrich library stakeholders' experience without adding cost to your library
- Contribute new ideas and skills
- Encourage the partners' stakeholders to use your library
- Show library stakeholders—including funding stakeholders—that other individuals and organizations value your library enough to share resources with them
- Increase a program's "critical mass," which increases the opportunities for cross-marketing and media exposure.

Before accepting potential partners, however, evaluate them. First, ensure that they complement your library's mission, vision, and values. *Your library will be associated with any partner's mission, vision, and values. Do you want to send that message?*

Second, be clear about what partners can actually deliver for your library's program. Do potential partners serve the same stakeholder base? Do they bring money or topical expertise? Can they deliver a new-to-the-library audience? Do they provide promotional help? Is this an investment in future involvement? If a partnership offers no real benefit to your library, nurturing it may not be a good use of library resources.

Once you have decided that a partner is a good fit with your library, decide what role your library will play in the partnership. At one end of the spectrum, your library assumes an administrative role only. At the other end, your library is the driving force behind the program. See snapshots 10.2 and 10.3 at the end of the chapter for examples of successfully partnered programs at opposite ends of the spectrum.

⊚ Applying the Intentional Marketing Approach to Library Programming

Programming is a library staple, but it is not always intentional. Use the questions below to boost your programs' marketing power.

Emphasize that *everything* is marketing. Remind yourself that every program and every partner sends messages about your library. What messages do you want your program to send?

Communicate a unified message about what your library is and does. Does a program reflect your library's mission, vision, and values? If a program is potentially controversial, does your administration support it? Can it be tied to something else in the library?

Assess and address the needs and wants of library stakeholders in a measurable way. What stakeholder groups were considered? What stakeholder need or want is met by this program? How were those needs determined?

Build and maintain library-user relationships by being user-centric, not product-centric. Why will stakeholders—not just library staff—want to attend this program? How will you persuade stakeholder groups that this program is relevant to them? How will people learn about the program? Is the program's format and time appropriate for those stakeholders? Can you take this program out of the library?

Ensure that your library remains relevant in an ever-changing environment. Is the program content of interest *now*? Why? How does it represent your library within your library's larger community? Does the content make your library look out of touch? Does the program need to be multilingual? Online? Off-site? How will your library use formal and informal feedback to inform future programs?

Be recognized by library stakeholders as a unique provider. Is the program unique, or is it similar to something another organization is producing? Does it introduce library materials and staff to stakeholders who do not usually visit your library? Does an online program give people a compelling reason to visit your library's website? Does it remind people that there are things at your library for them?

Marketing tip: Save time and other resources by running programming ideas through the Intentional Marketing Initiative Shortcut in appendix D. Once you decide that a program will serve your stakeholders, expand the screen into a planning document.

⦿ Key Points

- Intentional programs market the library's place, collection, and the librarian skill set.
- Select program partners carefully to expand library opportunities.

⦿ Resources

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San Francisco Public Library, "Summer Stride," award-winning entry for the 2017 John Cotton Dana Award, presented by the American Library Association.

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⟲ Snapshot 10.1: TGIF at Worthington Libraries

Marketing tip: When you let stakeholders help you design programming that matters to them, *it positions your library in their hearts and minds as "their" library.*

It started slowly. After all, hanging out at the library is not immediately recognizable as the coolest thing to do when you are a teen.

However, there was a small core of teens who liked gaming *and* the library. Ann Pechacek, then a Young Adult (YA) librarian at Worthington Libraries and currently lead librarian at Worthington Libraries' Northwest Library, worked closely with them. She created a Teen Advisory Board with a core group of teens. She charged them with helping her design teen-attractive programs and to spread the word about the library's strong YA collection. The teens took the responsibility seriously. They helped to design programs like:

- Book and Bagel discussion groups in high school libraries before school started
- The library's TGIF (Thank God, It's Friday) program series, which had teens flocking to the library after closing on Friday nights for gaming tournaments (and food), a dance revolution tournament (and food), and Bollywood movies (with a side of Indian food)
- Lunchtime book discussion groups in middle schools

Under librarian supervision, Teen Advisory Board members wrote reviews and articles for the library's blogs and newsletters. They convinced friends on sports teams, in musical groups, and in classes to attend programs. Their advocacy also helped to expand the Volunteens, the library's dedicated corps of teen volunteers.

Almost six years later, some of those programs are still going strong. Others have been replaced with teen-approved programs like:

- Makerspace programs like Transferable Photo Art Creations
- A four-part series covering different sections of the ACT college entrance exam
- "Adulting" classes on basic life skills, such as voting, cooking, and budgeting
- Teen-only gaming tournaments

"Kids change," Pechacek says. "They're busier, more scheduled than they used to be. I've learned that there is an ebb and flow to programming. Libraries have to find a niche and make programming that works for the kids who come in. . . . You have to meet them where they are."

⟲ Snapshot 10.2: Museum Passes: High-Return, Low-Investment Programming at the Mahopac Public Library

Marketing tip: Sometimes marketing is as simple as helping partners to reach their *stakeholders.*

"It started as a Girl Scout project," says Debra Feiman, administrative assistant at the Mahopac Public Library. "The museums wanted a way to encourage more people to visit cultural institutions. Now, the Friends of the Library pay for it."

"It" is the library's museum pass program. Library users may use their library cards to check out passes to fifteen area cultural institutions, including the American Museum

Figure 10.1. This simple bookmark both promotes the Mahopac Public Library's museum pass program and shows that participating organizations recognize the library as a major player. *Reprinted with permission from the Mahopac Public Library*

of Natural History; the Frick Collection; the Intrepid Sea, Air & Space Museum; the Mystic Aquarium; and the Stepping Stone Museum for Children. The library's only duties are to promote the program with the bookmarks below, pay for the passes, and check them out.

This simple administrative role scores two major intentional marketing coups. First, it ties the library to the region's major cultural institutions. Second, it gives people who might otherwise never have stepped into the library a reason to visit the library and get a library card.

It shows the library "doing good." Win-win.

⊚ Snapshot 10.3: Battling "Summer Slide" with "Summer Stride" at the San Francisco Public Library

Marketing tip: Keep all program partners on the same page by regularly reviewing program goals together.

Summer reading programs are often the highlight of public libraries' programming calendars. They include kickoff events, reading logs, prizes, book lists, displays, and scads of programming. Marketing begins months, sometimes years, before school lets out for the summer. Class visits are made, collections are beefed up, and adult and teen volunteers are trained.

In 2015, spurred by statistics showing that summer learning loss, aka "summer slide," can cost students from low-income households an average of two months in reading ability, the San Francisco Public Library (SFPL) rethought its summer reading program. It named the retooled program "Summer Stride" (see fig. 10.2).

Figure 10.2. Infographic from the San Francisco Public Library—an easy-to-digest way to highlight statistics from the Summer Stride program. *Reprinted with permission from the San Francisco Public Library*

"We became more intentional in our efforts to combat summer learning loss by helping children build and maintain their reading habits over the summer," says Katherine Jardin, public relations officer at SFPL. "Studies show that having adults who model reading makes a difference, so we expanded the program's focus to include families and adults."

At the same time, SFPL also began working with the National Park Service (NPS). NPS wanted the library's help in promoting the San Francisco–area parks during the NPS centennial in 2016. NPS particularly wanted to attract visitors from low-income,

underserved neighborhoods. People from these areas often did not frequent the parks because they:

- Were not aware of the parks
- Could not reach them on public transportation
- Did not know that admission was free
- Did not feel welcome

NPS wanted to partner with SFPL because the organizations serve the same communities and face some of the same challenges. For example, 45 percent of San Francisco's 864,000 residents speak English as a second language; English, Chinese, Spanish, Russian, Vietnamese, and Tagalog are the most commonly spoken of the city's one hundred languages. NPS recognized that the SFPL's twenty-eight library branches had built community connections that NPS lacked but needed.

SFPL welcomed the chance to bring the parks and the communities together. It was a chance to:

- Generate significant media "buzz" about Summer Stride's role as a key initiative to help children's academic achievement
- Increase program participation
- Provide enhanced STEM (Science, Technology, Engineering, and Math) programming by NPS rangers and other scientists
- Expand the idea of learning to include active exploration outside of school and the library by offering free NPS shuttle services from branch libraries to ten local national parks

NPS was not the SFPL's only partner in Summer Stride 2016. For the third year, SFPL teamed with San Francisco publisher Chronicle Books and a local artist to create a fun, branded marketing campaign that included:

- A thirty-six-page activities guide
- Multilingual posters
- Advertising for transit shelters and buses
- In-library "trailheads" that described the parks in photos, maps, and seven languages

Both SFPL and NPS cut video public service announcements (PSAs) for TV and social media. The free activity guides were distributed at library branches, NPS visitor centers, and area book stores. Over eight hundred free programs were held. It was busy and exciting and creative, and each one of the activities marketed the SFPL. The SFPL kept the library and its partners moving together by:

- Regularly sharing messages about the link between preventing summer learning loss and academic success
- Meeting frequently with all partners to plan all elements of Summer Stride
- Engaging staff at the library branches in the program, including in trailhead design

"Everyone—the library staff, the people from the park service, the volunteers—everyone stayed engaged," Jardin says. "One of the reasons was because we kept repeating key

messages about summer slide. Everyone knew what our goal was. Everyone knew how important it was. Everyone was committed to fighting summer learning loss. We kept that message in front of us, not just the library staff, but our partners, as well."

That focus paid off. Fifty-nine percent of the participants were first-time library program participants; 33 percent of the park visitors were first-time visitors. The SFPL infographic in figure 10.2 displays these statistics and additional information gleaned from the evaluation of 2016 Summer Stride. Infographics like this are valuable intentional marketing tools because they:

- Require program evaluation to create
- Remind all participants—staff, library users, and partners—of what the intent was.
- Are tangible artifacts that say, "We are the library. This is what we do, and we get results."

Spreading the Word Intentionally

Word-of-Mouth Marketing

IN THIS CHAPTER

▷ Evaluating your library's current word-of-mouth marketing (WOMM)

▷ Finding the influencers

▷ Encouraging WOMM by your stakeholders

PEOPLE TALK. They talk about things that matter to them—what they did, what they are doing, what they are going to do, what someone else did, how someone treated them, and whether they got (or did not get) what they needed. They talk in person and online. They talk to their friends and to acquaintances and to strangers. They talk passionately to people who are passionate about the same things they are, and casually while waiting in line at the grocery store.

People talk. This is the essence of word of mouth.

Word-of-mouth marketing (WOMM) seeks to positively inform and direct that talk.

Studies show that 92 percent of consumers trust recommendations from people they know, and 70 percent of consumers trust recommendations from strangers. That high level of trust exists because people believe that WOMM recommendations are both based on personal experience and are not being paid for, so they are honest opinions, not advertisements.

This means that people are very likely to believe what others say about your library. So, make sure that people have good things to say. The ultimate goal of library WOMM is for library users to enthusiastically tell other users and potential users how they personally benefit from the library. Chapter 2 discussed WOMM by library staff. Staff holds a special position in WOMM because it plays two roles. One, staff spreads library news. Two, staff is often the subject of others' chitchat. This chapter focuses on WOMM by other stakeholders, but everything said here applies to staff, as well.

ⓖ Assess Your Library's Current WOMM

Intentional marketing embraces WOMM for several reasons:

- People are going to talk about your library anyway, so it is best to make sure they share good things.
- People are going to talk about your library anyway, so it is best to make sure they have the correct information.
- Studies show that WOMM is ten times more effective than traditional advertising.
- WOMM, unlike advertising, is free.

To effectively use WOMM to market your library, you first have to assess how your library currently approaches it. The statements below are adapted for libraries from Michael Cafferky's work. Circle your response for each.

Your library:

- Has/does not have a high-quality product worth speaking about
- Has/does not have a simple, easy-to-remember message
- Has/does not have a formal way to deal with stakeholder comments and complaints
- Has/does not have someone assigned to "listen" to what is said about the library in the community and online
- Has/does not have a formal way to deal with negative word-of-mouth messages
- Has/does not have staff members who treat other stakeholders as if they are bothersome
- Has/does not have clear and reasonable policies and procedures
- Does/does not know who is talking—good, bad, or indifferent—about the library
- Staff does/does not make a point to chat *positively* about the library with friends, neighbors, and other nonlibrary stakeholders
- Staff does/does not chat *negatively* about the library with friends, neighbors, and other nonlibrary stakeholders
- Staff does/does not suggest that other stakeholders share their positive library experiences with friends, neighbors, or on the library website
- Has/does not have a formal plan to increase WOMM
- Does/does not intentionally combine WOMM with other marketing tactics

Use your responses to these statements as prompts for in-library discussions on WOMM.

ⓖ Dealing with Negative Word of Mouth

Covering your ears and singing "la la la la la" does not make negative word of mouth disappear. It can, however, leave you unprepared for the fallout.

Negative word of mouth will keep people out of your library, off your library's website, and unsupportive of your funding requests. Those are powerful reasons to deal with it. In addition, social media makes it possible for negative word of mouth to go viral at warp speed and to be out there forever. Those are powerful reasons to deal with it *now*.

Of course, the most effective way to deal with it is to prevent it from getting started. Having a high-quality product, courteous staff, and clear and reasonable policies is an excellent place to begin. However, there will always be problems. A formal process for collecting and responding to complaints and other comments can help prevent those problems from generating negative word of mouth. Consider the following for your library's intentional complaints process:

Staff training. Staff needs to recognize that complaints are valuable to the library. They need to understand the process and know how to respond when other stakeholders complain.

Designated social media "listeners." These staff members follow what is posted, tweeted, and blogged about the library. They report the good, the bad, and the ugly comments to administration. They do *not* respond.

Designated social media "talkers." These staff members respond to the good, the bad, and the ugly comments online.

A variety of ways for stakeholders to submit comments and complaints. This can include online and in-person surveys, exit interviews, suggestion boxes, and signs inviting stakeholders to share concerns with a specific staff member.

Immediate response. The initial response does not have to fix the problem right then. It does have to let the complaining stakeholder know that you heard and respect them. If possible, let them know what your first steps will be, even if it is only to talk to a supervisor.

Follow-up. Contact complaining stakeholders to thank them for bringing the matter to your attention. If the problem was not resolved immediately, let them know the status of their complaint.

A complaints log that is shared with staff. This will help you identify areas that generate multiple complaints.

Public posting of complaints and your library's responses. This should be done both online and in the library. It shows stakeholders that your library is responsive, and it may address complaints that others had thought about but never voiced. Note: Remove identifying information before posting.

Preventing negative word of mouth by asking people to complain might seem counterintuitive. However, asking for and responding to people's complaints can actually generate positive word of mouth because it:

- Allows you to fix problems that you did not know existed
- Alerts you to changing stakeholder needs
- Makes people feel heard, valued, and respected, which emphasizes your library's user-centric focus

The "Influencers"

Trendsetters, opinion leaders, pacemakers, tastemakers, influencers. It does not matter what you call them—these are the people who make or break WOMM campaigns.

Research indicates that about 10 percent of the population influences—even drives—the consumer behaviors of the other 90 percent. Therefore, a successful WOMM campaign absolutely must include the influencers. But who they are?

- They are those deeply involved in their particular stakeholder group.
- They are the curious. Those attracted by anything new to them. They often are not "first adopters," but they are never the last to try something.

- They are raconteurs. They love sharing stories. Good stories, bad stories, humorous and sad stories. Social media makes it easier than ever for them to do so.
- They are intrinsically motivated. They are driven by the need to be helpful, in the know, connected, and communicating.

Each of your stakeholder groups has influencers. They may or may not be library users. Some of them are easy to spot. They have popular blogs, are active in their communities, or enjoy bringing and sending people to the library for programs, resources, or just to meet the librarians.

Some influencers may sway more than one group. For example, if your library supplied the organization's CEO with superb research, the CEO might encourage *all* of your different stakeholder groups to use the library. When the CEO suggests something like that, people usually do it at least once. Your high-quality services will keep them coming back and encourage *them* to spread the word.

Other influencers are not so easy to spot but can wield considerable influence within certain stakeholder groups. So, library staff must treat everyone as if they can spread good or bad news about the library. Because they can.

Jump-Starting Your Library's WOMM Campaign

As we discussed earlier, you will not have to start people talking. They do that naturally. Your WOMM goal is to channel that talk. Here are some tips to get you started:

- Have a high-quality product worth speaking about.
- Craft simple, easy-to-remember messages.
- Emphasize that long-term WOMM is built when people see the library doing good each day, every day.
- Ask staff about the languages they speak, their outside interests, and the nonlibrary organizations they belong to. These all can affect WOMM connections.
- Identify the influencers in each of your stakeholder groups.
- Remember to include influencers who are not (yet) library users.
- Provide stakeholders with ways to communicate among themselves. (See snapshot 11.1 at the end of the chapter.)
- Ensure that stakeholders have true content and information to communicate. Facts matter.
- Give them good stories to relate. Narrative is easier—and more fun—to remember and pass along.
- Pack an emotional punch. People love sharing stories with a visceral feel. Humor is great, but people will share the sweet, the weird, the ranting, and the "wow" just as readily. (See snapshot 11.2 at the end of the chapter.)
- Create a formal way to accept and respond to stakeholder comments and complaints.
- Listen to what is said about the library in the community and online.
- Make it user-centric. Tying your WOMM to things that matter to your stakeholders *now* gives them more reason to share your news. (See snapshot 11.3 at the end of the chapter.)

⦿ Evaluating WOMM Campaigns

There are two types of WOMM campaigns: product-specific and long-term. However, you may use similar evaluation criteria for both. When evaluating:

- Watch traditional and social media for library or product mentions.
- Note changes in usage statistics.
- Note stakeholder feedback.
- Note changes in stakeholder groups using the product.
- Ask staff for feedback.
- Note if influencers *began* talking about the library.
- Note if influencers *stopped* talking about the library.
- Survey library users as to how they heard about the specific program/collection/library service.
- Ask if they will recommend the library to others.
- Note if your library was blindsided by any negative word of mouth.

This last point—noting if your library was blindsided by any negative word of mouth—highlights a vital facet of WOMM. You must know what others are saying about your library.

⦿ Applying the Intentional Marketing Approach to WOMM

To use WOMM effectively, you must have a high-quality product that "sells itself." So, your library's place, collection, and librarian skill set must be as good as they can be. When they are, others will broadcast that, helping you to position your library well in stakeholder hearts and minds. Use the questions below to refine your WOMM process.

Emphasize that *everything* is marketing. Remind yourself that every time a stakeholder speaks, tweets, posts, or rants about your library, it sends a message about your library. What messages do you want your stakeholders to send about your library?

Communicate a unified message about what the library is and does. Is your library's place, collection, or librarian skill set worth talking about? Do staff actions or communications reflect your library's mission, vision, and values in a way that encourages people to talk positively about your library? What information do people need to properly share the library's message?

Assess and address the needs and wants of library stakeholders in a measurable way. What stakeholder need or want is met by a proposed WOMM campaign? How were those needs determined? What stakeholder groups were considered? How will you measure the impact of this campaign? How will your library use formal and informal feedback to inform future campaigns?

Build and maintain library-user relationships by being user-centric, not product-centric. Does your library give the influencers stories to tell? Does the library give stakeholders a way to feel ownership, increasing the chance that they will talk well about the library? Is there a formal channel for stakeholders to comment, compliment, and complain about the library? How does your library respond to those comments, compliments, and complaints?

Ensure that your library remains relevant in an ever-changing environment. Who are the *current* influencers in each stakeholder group? Is the proposed WOMM campaign

content of interest *now*? Will people share the WOMM message in person, online, in other ways? How will your library participate in those conversations? Can the WOMM campaign be tied to something happening in the larger community, increasing the impetus for people to talk about it?

Be recognized by library stakeholders as a unique provider. Does a proposed WOMM campaign highlight the library as a unique resource? Does it give people an exciting reason to visit the library, or your library's website?

Marketing tip: Running your proposed WOMM campaign through the Intentional Marketing Initiative Shortcut in appendix D can help you identify the messages you want to send to specific stakeholder groups. Then, expand the screen to include the influencers, staff liaisons, sample scripts, social media posts to be shared, etc.

ⓖ Key Points

- WOMM is directed chitty-chat.
- Influencers want stories to tell. Give them positive ones.
- Know what others are saying about your library.

ⓖ Resources

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⊙ Snapshot 11.1: Enthusiastic Researchers Add Value *and* Spread the Word

Marketing tip: Give users ways to interact with your collection and *each other.*

Poland's Wielkopolska Digital Library (WDL) collection includes centuries-old newspapers and other documents from multiple Polish libraries. Prior to digitization, these documents had been available to researchers only, and on a very limited basis.

In 2009, Gorny and Mazurek evaluated the WDL's usage. They found that just over 8,000 of WDL's 25,000–30,000 regular online users had established reader accounts. These accounts allow users to interact with the library, the collection, and other users by evaluating resources and adding tags.

This interactivity added value to the collection. It also had a measurable WOMM effect. Gorny and Mazurek found that very active social networks had evolved around the reader accounts. People in these networks—academics, genealogists, students, local historians, and others—promoted different parts of the WDL to each other through digital word of mouth. By giving users a way to communicate with each other, the library helped them build a sense of community, ownership, and excitement. This increased their personal interest, converting them from library users into library advocates.

⊙ Snapshot 11.2: The Annual Report That Went Viral

Marketing tip: People enjoy passing along the fun, the quirky, and the unexpected.

Wit and *whimsy* are two words not often applied to libraries or annual reports. Staff at Shoalhaven Libraries (SL), a public library system in Australia, have helped over half a million people to rethink that.

In 2015, SL's staff was putting together a "what-the-library-has-done-this-year" presentation for its funding stakeholders. The library had accomplished a lot during the year. However, staff quickly realized that a traditional presentation about WiFi, expanded outreach, new databases, website design, and carpet was going to be duller than dull, *and* it would reinforce library stereotypes.

So they decided to parody Queen's music video for its iconic rock anthem *Bohemian Rhapsody*.

SL's staff and staff spouses rewrote the words, practiced, and taped the video clip after hours. It took them less than a week, some pizza, and a six-pack of beer.

Their funding stakeholders loved it.

SL could have stopped there. However, SL had planned to expand its social media presence in order to challenge traditional ideas about libraries. The parody was the perfect YouTube debut piece. SL staff posted it on YouTube and let their Twitter and Facebook followers know about it.

It went viral. The fun quirkiness tickled people, and they passed it on. Newspapers and TV stations linked the video to their websites. Queen guitarist Brian May added the clip to his site. If you are thinking about something similar, remember to:

- Keep it simple. Elaborate costuming and scenery is not necessary. Part of the charm is the homemade, friends-goofing-around look.
- Emphasize fun. People like sharing things that make them smile.

- Use your staff's talents. Libraries are filled with people who can write, sing, film, record, etc.
- Draft other stakeholders with specific talents to help as needed.
- Make sure everyone involved is enthusiastic about the project. Enthusiasm is contagious, and it will come across in the video.

⦿ Snapshot 11.3: Seizing the Moment at the Library of Congress

Marketing tip: Link library resources to what excites your stakeholders now.

"We were really reacting to the success of the play," explains Julie Miller, specialist in early American history in the Manuscript Division at the Library of Congress. "*Hamilton* was fabulously successful, and one result of the play was a huge public surge of interest in the library's Alexander Hamilton papers."

"We have many, many potential collections to digitize," Miller continues. "So, we try to choose the ones that will have the most impact. Very often we wish that people knew more about American history, but we have to balance what we wish people would read, with what people actually do read."

Miller and other library staff decided to capitalize on the strong interest that the play had sparked. They digitized the roughly twelve thousand letters, manuscripts, and other documents in the library's Hamilton collection. Prior to August 2017, most of these documents had been available only on microfilm at the Library of Congress, or in a published edition at the National Archives.

Their decision resulted in a superb online collection *and* a tremendous WOMM coup. Popular interest in *Hamilton*, the play, made anything to do with Hamilton, the man, front-page news. So, when the Library of Congress blogged and tweeted about the collection, people checked it out and passed it on. The collection was featured by National Public Radio, *Good Morning America*, the Smithsonian, newspapers and TV stations across the United States, *Time* magazine, and theater, law, popular culture, arts, library, history, and education blogs around the world.

The Library of Congress put the Hamilton collection together. And the library's stakeholders just keep spreading the word about how wonderful it is.

What Exactly Are You Marketing?

Defining Your Library

> "Who are *you*?" said the Caterpillar. This was not an encouraging opening for a conversation. Alice replied, rather shyly, "I—I hardly know, sir, just at present—at least I know who I *was* when I got up this morning, but I think I must have been changed several times since then."
>
> —LEWIS CARROLL, *ALICE'S ADVENTURES IN WONDERLAND*

THE WORLD CHANGES, and libraries change with it. Even if your library does nothing, your stakeholders, the competition, and the political arena change. With those changes, your library's position, vis-à-vis your stakeholders, changes. It can be exhausting at times, but very exciting, too.

Intentional marketing helps you inform your stakeholders about your library's changing roles. It helps you to sell the idea that your library is *absolutely* worth stakeholder time, money, and other resources. Before you can sell that idea successfully, however, you have to clarify what your library is and how you expect it to evolve over the next few years. In other words, you have to define what you are selling. As we discussed in chapter 1, all libraries provide:

- A place
- A collection
- The librarian skill set

You are marketing your library's particular mix of these three facets. To determine what that mix is, you need to clarify:

- What is your library's mission? (Why does your library exist?)
- What is your library's vision? (Where does your library plan to be in five years?)

▲ **119**

- What are your library's values? What stated professional and ethical standards guide staff and administration in fulfilling the library's mission and attaining its vision?
- What are your library's service-area boundaries?
- Who—generally—does your library serve? For example, "all people at company X," or "everyone living in area code 12345."
- What is your library's role in the larger community or organization?
- What is the scope of your collection?
- What are your staff's strengths? Weaknesses?
- What services and products does your library offer?
- How does your library deliver them?
- What is the emotional "feel" of your library?

These questions and many others can be answered by a culture audit. However, the first three—your library's mission, vision, and values statements—are the most critical for intentional marketing. That is because everything—everything—that your library does should be tied to them. Below, you will find a few samples of each statement from a variety of library types. As you read them, reflect upon the impression they make. Based on these statements alone, how do you feel about those libraries?

◎ Sample Mission Statements

Your library's mission statement should clearly communicate a high-level overview of what your library does today, not five years ago. Consider these mission statements:

Grand Rapids Public Library (Michigan): Connecting people to the transforming power of knowledge

Yuma County Library District (Arizona) is your center for information, community enrichment, recreational reading, and lifelong learning.

University of Wisconsin–Madison Libraries provide:

- Leadership for the selection, organization, access, and preservation of sources of knowledge in all formats
- Exemplary information services designed to fulfill the needs of a great public research university
- Inspirational environments for collaborative and individual discovery, study, and learning

The State Library of Florida has two missions. We:

- Provide information to the state government of Florida.
- Collect and preserve the published history of Florida.

The State Library, as part of the Division of Library and Information Services, has the privilege of serving as the information provider for state agency employees and the Florida Legislature and legislative staff. Section 257.04(4), Florida Statutes, states that

the Division "shall maintain and provide research and information services for all state agencies." The material in our collection is here to help the employees of Florida's state government better serve its citizens.

The State Library has been building our Florida history collection for over 150 years. Many of our items are one of a kind, making this one of the most unique and comprehensive collections about Florida and Floridians in existence.

These mission statements differ in style and length and intended audience. What is your library's mission statement? What message does your library intend it to send? What message does it actually send? Evaluate and update your library's mission statement as necessary.

Sample Vision Statements

A vision statement tells stakeholders where a library is headed. Consider the following vision statements:

The Central Washington University libraries will be the hub and academic town square of the university by being an essential component of the academic and creative life of the institution. We will excel in: collecting, preserving, and providing access to the best scholarly and educational resources; providing high quality, innovative services; and creating a welcoming and comfortable physical environment. We will foster an atmosphere that encourages diversity, excellence, and continued growth in finding ways to surpass our own high standards.

Aurora Public Library (Illinois): Where Aurora Comes Together *to Discover, Create, Connect, and Succeed*

MIT Libraries (Massachusetts Institute of Technology): Here's how we plan to contribute to a world with enduring, abundant, equitable, and meaningful access to information:

- Help you get your hands dirty with information. We think a library can be more than a conveyor of information; it's an all-discipline maker space where you can create new knowledge.
- Enable new forms of scholarship, teaching, and learning. People want to interact with content in more active, innovative, and connected ways. We'll build a global platform open to anyone who wants to build tools or use collections in novel ways—whether by humans, algorithms, or machines.
- Share the research of MIT. To further its mission of building a better world, we will make the Institute's distinct body of knowledge more open, equitable, accessible, and durable.
- Engage in research to tackle the big questions. MIT is where research is applied to the toughest problems. The world needs new, better models and systems for information exchange. It's up to us, and our partners around the world, to invent them.

These vision statements differ in style, length, and stakeholder base. What is your library's vision statement? Is it current, or is the vision old news? Evaluate and update your library's vision statement as necessary.

ⓖ Sample Values and Guiding Principles Statements

Many libraries have statements defining the values that guide how their library fulfills its mission and reaches its vision. Consider the similarities and differences in the values and guiding principles statements below. How would these "play" in your library, with your stakeholders?

The New York Public Library's Core Values:

Accountability. We take responsibility for delivering on our commitments and for the stewardship of our materials and spaces.

Excellence. Only the finest of everything is good enough.

Expertise. We are relentless in our efforts to better understand our communities, our collections, and our users.

Freedom. We are free and open to all. We treat everyone with respect and compassion.

Innovation. We are always learning. We are constantly exploring new ways of doing things better and doing better things.

Passion. We love the Library, we love New York, and we love what we do.

Teamwork. We celebrate the diversity of our experiences and build connections. We trust each other.

Martinsburg-Berkeley County Public Library (West Virginia): To fulfill our mission and realize our vision, the following ideals help direct us in our service to the community and interaction with one another.

Inclusiveness. Offer rich cultural and intellectual resources available to all.

Community. Provide opportunities for people to meet and exchange ideas.

Collaboration. Work with community partners to accomplish goals based on common missions.

Respect. Honor diversity, individual perspectives, and the right to privacy and confidentiality.

Accountability. Be a responsible steward of the public's resources and trust.

University of Colorado Health Sciences Library, Anschutz Medical Campus: Library Values

- Understanding and, when possible, exceeding users' need for access and information
- Customer service that reflects professional, ethical, and courteous behavior
- Active collaboration in the learning and discovery process
- Engagement in reshaping scholarly communication and knowledge management
- Commitment to diversity, intellectual freedom, and self actualization
- Continuous learning, adaptability, innovation, and enhancement of staff skills and services
- Responsible and creative stewardship of limited university resources
- A rewarding work environment characterized by team spirit, flexibility, personal growth, and a sense of humor.
- A relaxed and welcoming environment for our users

Lewis & Clark (Public) Library (Montana): Guiding Principles

Public Trust: We commit to being fiscally responsible with public resources, to protecting patron confidentiality, and to providing safe, well maintained and accessible facilities.

Accessibility and Openness: We strive to provide barrier-free facilities, resources and programs that are equally accessible to all.

Diversity: We commit to reflecting the diversity of our community through our collections, services, and staff.

Quality of Services: We value excellence in our customer services and collections and commit to providing accurate and reliable information in a respectful interaction between well-trained, friendly, and efficient staff and all members of our community.

Outreach and Partnership: We actively develop partnerships and joint activities with community groups to further the library's mission.

Knowledge and Learning: We believe in providing resources and services that contribute to lifelong learning.

Intellectual Freedom: We subscribe to the basic principles of intellectual freedom and of the open exchange of information.

Love of Reading: We nurture the joy of reading in people of all ages.

Information and Literacy: We believe in the importance of an informed and literate community.

Creativity and Innovation: We encourage and support creative approaches and innovative solutions in all aspects of library service.

The statements above reflect their libraries. Ideally, the libraries also reflect their statements. Does your library reflect your library's current mission, vision, and values?

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Who Is "Buying" Your Library?

Defining Your Stakeholders

> "If I asked the people what they wanted, they would have said faster horses."
> —ATTRIBUTED TO HENRY FORD

IN THE QUOTE ABOVE, Ford advocates for ignoring what people say they want. In the past, many librarians shared Ford's attitude. That worked as long as libraries were the only information-entertainment-education game in town. However, libraries now face much competition, and those that follow that path pay for books that people *should* want to read, but do not; programs that people *should* want to attend, but do not; and electronic resources that people *should* want to use, but do not.

This "librarian-knows-best" path is the opposite of intentional marketing. Intentional marketing is user-centric. It focuses on what stakeholders want from the library, and not on what librarians want stakeholders to want. So, before you can write an intentional strategic plan that effectively deploys and markets your library, you must know:

- Who your library's stakeholders are
- What they want and need
- How to tell them that your library has it
- How to deliver it to them

Enter Market Research

Market research can help you discover this information.

There are two types of market research. The first is primary research. This solicits raw data directly from your stakeholders. It is essential when you want to know exactly how they use and perceive your library. Primary market research instruments include:

Personal interviews. Conduct these both in and out of your library. Some libraries take booths at events outside of the library as a way to interview nonuser stakeholders.

Surveys. Short, well-designed surveys collect information quickly. You can conduct surveys in person or online via one of several Web-based platforms.

Focus groups. Small groups that are representative of your chosen stakeholder segment can help you discover why that segment interacts with your library in a given way and what you can do to improve that dynamic.

All-encompassing primary market research can be time-consuming and expensive. Therefore, begin by defining the information that you are seeking (see "Market Research Dos and Don'ts" textbox). Then, select the research instrument to fit your needs. For example, are you looking for demographic information? A simple survey might suffice. Do you want to know if doctors older than fifty will instant-message the library for research? Try a focus group.

The second type of market research is, not surprisingly, secondary research. Secondary research is information that others have gathered. It includes everything from census data to local Chamber of Commerce surveys, school demographics, and published library-user group studies.

MARKET RESEARCH DOS AND DON'TS

Do:
- Take time to define the information you are seeking
- Decide what stakeholder segments you are trying to describe
- Take time to design research instruments that will provide that information
- Ask stakeholders what they think they know about the library
- Use reference interview techniques to discover what those stakeholders need and want
- Ask if, how, and how well the competition fulfills your stakeholders' needs and wants

Don't:
- Rely *only* on secondary research
- Conduct market research online *only*
- Conduct market research by phone *only*
- Conduct market research in the library *only*
- Talk *only* to stakeholders that you know
- Ignore your library's #1 stakeholder: the staff

Segmenting Your Library's Market to Better Serve It

In chapter 1, we note that the world is made up of library users and potential library users. To define your stakeholders for effective marketing, however, you will need to subdivide—or segment—your groups further.

Begin by categorizing your stakeholders by what your library wants from each group. This may sound counterintuitive. After all, intentional marketing is user-centric. How-

ever, at its core, marketing is about encouraging stakeholders to do want you want them to do, such as "use the library." In order to do that, you have to first know what you want stakeholders to do.

Next, subdivide each of these broader categories into smaller segments. Some segments will fit into multiple categories. Use table B.1 as an example.

Table B.1.   Sample Stakeholder Categories

BROAD STAKEHOLDER CATEGORY	WHAT DOES THE LIBRARY WANT FROM THIS STAKEHOLDER?	SAMPLE STAKEHOLDER SEGMENTS
Staff	The library wants staff to positively influence all other library stakeholders and to convey and increase the library's value to the larger community.	• Administration • Full-time librarians • Para-professionals • Others
Funding Stakeholders	The library wants funding stakeholders to recognize the library's value and to maintain or increase funding.	• Taxpayers • Parent organization, such as a university or law firm • Private or nonprofit organization members
Library Users	The library wants library users to continue using the library and to convey the library's value to the larger community.	• Taxpayers • Professional groups • Students • Senior citizens • Adults • Teens • Children • Families • Singles • Specific ethnic groups • Volunteers
Potential Library Users	The library wants potential library users to recognize the library's value to them and to start using it.	• Professional groups • Students • Senior citizens • Adults • Teens • Children • Families • Singles • Specific ethnic groups
Gatekeepers (people whose positions allow them to guide others to the library)	The library wants gatekeepers to recognize the library's value and to promote the library to *their* stakeholders.	• "Influencers" and opinion leaders that others emulate • Traditional media • Teachers and community leaders • Nonlibrary newsletter and Web page editors • Social media correspondents • Parents

Now select one stakeholder segment. Use primary and secondary market research tools to discover that segment's distinct:

- Demographic information
- Information needs
- Concerns
- Locations, including online, and if there are any geographical barriers, such as rivers or highways, between them and the library
- Race, ethnic, and cultural background
- Language needs
- Family status
- Responsibilities
- Perception of the library
- Reason(s) for using, or not using, the library currently
- Perception of the library's role in the organization or community
- Organizations that stakeholders associate with, including schools, specific professions, government agencies and nonprofits, religious organizations, hobby/special interest groups, and social groups
- Who the influencers are for that segment

The information your market research uncovers may cause you to subdivide a segment further. Ultimately, these details will inform your strategic plan as you determine the space, resources, and services that you will provide for each of the library's stakeholder segments.

Knowing Their Technology = Delivering Your Message

Once you know who your stakeholders are, you must deliver your messages in a way that they can—and will—receive it. You need to know what technologies your audience can—and will—access. If you do not, your efforts are wasted.

Secondary research can help identify what technologies stakeholder groups use. For example, in a 2016 study, PEW found that 77 percent of adults in the United States owned smartphones. That number alone does not tell you which stakeholder groups are more likely to own smartphones. A deeper dive into the study shows that smartphones were owned by 92 percent of people aged 18–29, and 42 percent of people aged 65 and older.

What does that mean for your library's marketing efforts? It depends on who your stakeholders are. If you are marketing to teens and young adults, then smartphone applications (apps) are viable because the vast majority of your audience can probably use them. If you are marketing to senior citizens, apps might not be effective, *unless you have primary research showing that your particular stakeholders have a greater than average smartphone ownership*. Combining your primary research with secondary research gives you a more complete picture of your stakeholders.

That picture will not be static. Technology and attitudes toward adoption evolve. Librarians must be conscious of this evolution. That is why effective market research is done periodically. Information gleaned from that research helps you to employ marketing tools that match a target audience's existing technological capabilities. When you do that, your target audience will get your library's message.

⊚ Resources

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Strategic Plans

"If you don't know where you are going, you'll end up someplace else."
—YOGI BERRA

NOW THAT YOU have defined your library and your stakeholders, it is time to write your library's strategic plan. Your library's strategic plan lays out the steps that you will take to:

1. Implement your library's mission,
2. In order to serve its specific stakeholders,
3. While moving toward an explicitly envisioned future, and
4. Operating by your library's stated core values.

To develop useful and realistic goals for your strategic plan, match your library's Strengths, Weaknesses, Opportunities, and Threats (SWOT) from your culture audit to your stakeholder analysis. For example, a law library might include:

Strengths

- A deep historical legal collection needed by parent organization's staff
- Powerful databases needed by parent organization's staff
- Knowledgeable library staff
- Good rapport with funding stakeholders

Weaknesses

- Library staff likes to stick to "the way it's always been done."
- Databases are underused.
- New attorneys do not visit the library much.

Opportunities

- Library has a spot-on "New-hire Orientation" programs.
- Other departments might permit library staff to speak at their monthly meetings.
- Stakeholders have requested training on databases.

Threats

- Pending retirement of funding stakeholders
- Need for technology updates

In the example above, the pending retirement of a funding stakeholder is a definite threat. So, one goal might be to work with the current funding stakeholder (strength) to identify, and establish good relations with, future funding stakeholders (opportunity).

Strategic plans usually have three to five long-term goals that describe how your library plans to reach its envisioned future. Each goal is divided into several SMART objectives:

- **S**pecific
- **M**easurable
- **A**ssignable (who is responsible for doing the work?)
- **R**ealistic
- **T**ime related (when are the results expected?)

Strategic plans are not set in stone. Make yours flexible enough to take advantage of sudden opportunities. However, these opportunities should mesh with your strategic plan. If they do not, you will spend resources on something that is not marketing your library.

Finally, strategic plans are made for specific time periods, usually three to seven years. During the last year of a strategic plan, evaluate what was accomplished, what was not, what worked, and what did not. Combine that information with data about your library community's evolving needs, demographics, economic realities, and competition to build your library's next strategic plan.

Two strategic plans below from the Daniel Boone Regional Library (DBRL), shown in examples C.1 and C.2, show both growing pains and growth. The 2009–2017 plan was developed after the community conversations outreach described in snapshot 9.2, and the basic timeline is shown in table C.1.

Example C.1.   Daniel Boone Regional Library Strategic Plan, 2009–2017

Foreword

The Daniel Boone Regional Library (DBRL) is a complex organization comprised of three library districts—Callaway County, Boone County, and the City of Columbia. The nineteen-person DBRL board consists of all of the trustees serving on the boards of each of these library districts.

In 2008, influenced by a ballot defeat and findings from a community study, the DBRL board determined that the time had come to develop a new strategic plan. As a result, the DBRL board president appointed a Strategic Planning Team (Planning Team).

Comprised of community, library board, and staff representatives, the Planning Team adopted a highly participatory and transparent planning process. That process included:

- Meetings with civic leaders
- "Drop in" public meetings in 10 communities
- Website and postcard input from the public

- Library staff and management input
- Ongoing website and media updates

During the strategic planning process, we heard two important recurring messages. First, the public told us that DBRL has an excellent staff and administration that works well together and on behalf of our diverse communities. Second, the public clearly stated that they want more library services—increased hours, greater access, and more patron convenience.

The combination of a highly participatory planning process and insightful community input guided the work of the Planning Team. The thoughtful comments of three community members—Lee Fritz, Callaway County presiding commissioner; Teresa Maledy, Commerce Bank president; and Craig Brumfield, business development officer, Callaway Bank—broadened our perspective and helped assure that the planning was a public process.

The result is an eight-year strategic plan that focuses on three key areas of emphasis. The first addresses expansion and enhancement of services—our patrons are asking for more materials, longer open hours, more access to computers, and greater website capabilities, among other things. We are committed to providing more of the things our patrons want, while being mindful that we must always work within specific fiscal restraints.

The second key area of focus in this strategic plan involves community awareness. We want to greatly increase the public's familiarity with the wide variety of materials, programs, and services available to them from their libraries. We want our patrons to know that they can look to us to find information that is relevant and useful to their needs. And we want our taxpayers to know that we are careful and prudent stewards of the funds they have provided to us.

Third, we plan to address improvements needed for our organizational development. The board will review the structure of the city and county library districts and work on increasing its efficiency and effectiveness. Library managers will identify appropriate staffing models and training needed to successfully implement our plan and achieve our goal.

Who are the beneficiaries of this Strategic Plan? The people of Boone County, Callaway County, and the City of Columbia Library Districts, whether at home, at work, in school, or at our facilities. Our goal is to provide the best possible library services throughout our regional system.

—Rosie Gerding, chair

On behalf of the entire Strategic Planning Team:

Susan Breyfogle, Columbia trustee

Craig Brumfield, Callaway Bank business development officer

Mary Fennel, Callaway County trustee

Lee Fritz, Callaway County presiding commissioner

Terry Higgins, DBRL board president and Callaway County trustee

Tiff Lauffer, Boone County trustee

Jim Loveless, Columbia trustee

Teresa Maledy, Commerce Bank president

Patricia Powell, past DBRL board president and Boone County trustee

David Webber, Columbia trustee

Melissa Carr, DBRL director

Elinor Barrett, DBRL associate director

Ellen G. Miller, facilitator

Executive Summary

The Daniel Boone Regional Library (DBRL) board authorized the development of a strategic plan during summer 2008. The Strategic Planning Committee (Planning Team) gathered input from library staff and board members. An extensive community participation process included meetings with civic leaders, ten public "drop-in" meetings, and short postcard and website questionnaires.

The Planning Team, comprised of board, staff, and community members, held five planning meetings. The Strategic Plan covers 2009–2017.

Vision statement: DBRL's vision is to encourage reading and lifelong learning. Everyone in our diverse communities will have open access to library services that expands minds, empowers individuals, and enriches lives.

Mission statement: DBRL connects our communities to the world of information and ideas.

Values: Our core values are the foundation upon which we perform our work and interact with each other and our communities. We believe in:

- Service excellence
- Free and equal access to library services
- Integrity and trust

Strategic Goals

Expand and enhance library services and the patron experience. Patrons throughout the library's service area will have timely and easy access to expanded or enhanced patron-focused library services that provide positive experiences and excellent value.

Increase awareness of the library's value. Our community will gain a greater understanding of DBRL's value, relevance, and stewardship.

Enhance organizational effectiveness. The library will have an organizational structure and development plan that effectively support delivery of high-quality library services to our growing population.

Service Goals

Promote a love of reading in young children. Children and their parents will benefit from programs and services designed to support children's ability to enter school ready to learn, read, write, and listen.

Promote lifelong learning. People of all ages will have access to programs and services that facilitate exploration of personal interests and independent learning, and encourage the development of lifelong learning skills.

Encourage reading, viewing, and listening for pleasure. Patrons will have access to programs, services, and materials that entertain and stimulate the imagination.

Facilitate information fluency and use of information. Patrons will view the library as their preferred source for locating, evaluating, and using reliable information resources.

Provide comfortable physical and virtual spaces. Library users will enjoy welcoming, comfortable, and easily accessible facilities, and complementary virtual spaces and services that expand access to information and online services.

Provide connections to the online world. Everyone in the community will have the opportunity to access and connect to the online world through library technology.

The Planning Team identified objectives to carry out each goal. To link the Strategic Plan with the annual budget, staff will prepare an annual companion action plan that outlines the priorities and steps to be taken that year to achieve our objectives.

Vision

DBRL's vision is to encourage reading and lifelong learning. Everyone in our diverse communities will have open access to library services that expand minds, empower individuals, and enrich lives.

Mission

DBRL connects our communities to the world of information and ideas.

Values

Service Excellence. We are patron focused and pride ourselves in delivering positive experiences. We are committed to accessibility for all and the continuous improvement of our services. Our knowledgeable staff and board demonstrate leadership and involvement in our community and are proactive in understanding and meeting our communities' varied needs for library services.

Free and Equal Access to Library Services. We support intellectual freedom and the open exchange of information and ideas that represent multiple points of view. We respect the rights of individuals to confidentiality in their use of library materials. We honor each request without bias and provide all services in a nonjudgmental manner that protects and respects every user's right to know and to read.

Integrity and Trust. We serve the public with financial integrity and are careful stewards of the public's trust. We strive for transparency and accountability in our fiscal processes and policy decisions. We collaborate and cooperate with other community agencies to make efficient and effective use of funds for the public good.

Goals and Objectives

DBRL created two types of goals, strategic and service. Our strategic goals focus on enhancing the library's services and increasing awareness of the library and its resources. Our service goals address the priorities of our patrons and how we can best serve their needs.

Strategic Goals and Objectives

- Expand and enhance library services and the patron experience. Patrons throughout the library's service area will have timely and easy access to expanded or enhanced patron-focused library services that provide positive experiences and excellent value.

  - Continually monitor and improve access, convenience, and quality of patron services and experiences

- Create a strategic properties and facilities plan
- Seek strategic opportunities to expand access to library resources throughout the region

- Increase awareness of the library's value. Our community will gain a greater understanding of DBRL's value, relevance, and stewardship.

  - Develop targeted methods of communicating DBRL's plans for services, programs, and facilities
  - Increase board and trustee participation in advocating for DBRL

- Enhance organizational effectiveness. The library will have an organizational structure and a staff development plan that effectively support delivery of high-quality library services to our growing population.

  - Study, prepare, and communicate recommendations for a city–county merger
  - Improve board efficiency and effectiveness

Service Goals and Objectives

- Promote a love of reading in young children. Children and their parents will benefit from programs and services designed to support the children's ability to enter school ready to learn, read, write, and listen.

  - Enhance early literacy programs and services
  - Partner with other community agencies to provide services and programs that support early literacy efforts
  - Enhance services to parents and child-care providers

- Promote lifelong learning. People of all ages will have access to programs and services that facilitate exploration of personal interests and independent learning, and encourage the development of lifelong learning skills.

  - Provide leadership to connect organizations engaged in lifelong learning services and to facilitate discussion on collaborative projects
  - Develop new approaches to library services that reflect the needs of the aging generation of baby boomers and active older adults
  - Identify and provide assistance for life skills such as reading and computer literacy
  - Provide appropriate facilities and programs to serve as a community forum, learning center, and a place for community connections and civic engagement
  - Encourage use of the library by school-age children and teens

- Encourage reading, viewing, and listening for pleasure. Patrons will have access to programs, services, and materials that entertain and stimulate the imagination.

  - Provide creative and relevant reading programs with broad appeal to the general community
  - Expand, promote, and increase access to a diverse collection of materials in a variety of formats

- Facilitate information fluency and use of information. Patrons will view the library as their preferred source for locating, evaluating, and using reliable information resources.

  - Direct users to authoritative sources of information

- Provide trained staff and resources to find information
- Provide patron programs and training on finding and using information
- Study ways to enhance programs and services for targeted population segments
- Increase referrals to and partnerships with other community entities

- Provide comfortable physical and virtual spaces. Library users will enjoy welcoming, comfortable, and easily accessible facilities, and complementary virtual spaces and services that expand access to information and online services.

  - Implement, as appropriate, the findings of the facilities condition assessment
  - Develop plans for expansion of services and information available through the library's virtual branch

- Provide connections to the online world. Everyone in the community will have the opportunity to access and connect to the online world through library technology.
  - Expand access to library equipment and electronic services

Evaluation of Strategic Plan Implementation (2009)

Staff will include evaluation measures in the development of the annual action plan. Evaluations will include usage data and community surveys to assess progress. The Long Range Planning Committee will be responsible for reporting the evaluation results to the regional board. Methods for reporting to the public regarding progress on the implementation and evaluation of the Strategic Plan will be included in the board's Communications Blueprint.

Table C.1. Timeline for DBRL Strategic Plan

MARCH 12, 2009	Strategic Planning Team presents recommendations to the DBRL Board
APRIL 16, 2009	Board action on Strategic Plan
SEPTEMBER 2009	Annual Action Plan is prepared by staff and presented to the LRP Committee
OCTOBER 2009	DBRL Long Range Planning Committee reports progress to the DBRL Board
NOVEMBER 2009	2010 budget, including Strategic Plan items, is presented to the Finance Committee and DBRL Board

Appendix A: Methodology

In 2008, the Daniel Boone Regional Library (DBRL) Board authorized the creation of a new strategic plan. The board selected Ellen G. Miller to facilitate the planning process. The planning team was comprised of representatives from the library board, community, and staff.

Planning Phases One and Two

In the first phase of the planning process, the DBRL Design Team met to create the schedule, team composition, and meeting agendas. Members of the Design Team were Ellen Miller, Terry Higgins, Pat Powell, Rosie Gerding, Melissa Carr, and Elinor Barrett. [Planning Team members are listed in the roster (see appendix B of this example).] During this phase, the Design Team discussed

triggering factors and evaluated various documents, including previous DBRL strategic and long-range plans and planning information from the City of Columbia, the City of Fulton, and Boone and Callaway Counties. The outcome was a draft planning process for phase two; after review by the DBRL Long Range Planning Committee and the DBRL full board, that process was approved.

During the second phase of the process, Planning Team members examined key documents and other information resources, including the DBRL website; the Boone and Callaway County websites; the City of Columbia website (with particular emphasis on Imagine Columbia's Future process report and documentation); DBRL's Communications Blueprint; and recent media clips. The first of two draft press releases was prepared for the library's use. Subsequently, regular articles have appeared in the local media about the library's planning process; they are linked on the DBRL website.

Board, Planning Team, and Community Input

The facilitator solicited Board and Planning Team input to determine expectations for the outcomes of DBRL's strategic planning process. She also conducted telephone interviews with all Planning Team members. Other DBRL board members participated in an email survey. Miller reported emerging themes from these interviews and surveys at Meeting #1. Staff submitted input to the Planning Team in three ways:

1. The entire staff held a discussion about the library's strengths, weaknesses, threats, and opportunities, as well as the community's expectations of the library, on Staff Day 2008. The issues were revisited during a series of regional staff meetings in August and September 2008. Approximately 150 employees participated in these meetings.

2. Staff reviewed the Public Library Association's New Planning for Results' eighteen service responses to see which best applied to DBRL. (A service response is what a library does for, or offers to, the public in an effort to meet a set of well-defined community needs.) Following discussions of changing community needs and expectations, and a SWOT analysis of the library's service program, the staff prioritized the service responses. These results were reported to the Planning Team at Meeting #2 on October 13, 2008. The six proposed service priorities, in ranked order, were:

   - Understand how to find, evaluate, and use information: information fluency. This includes (a) know your community: community resources and services; (b) make informed decisions: health, wealth, and other life choices; and (c) succeed in school: homework help.
   - Create young readers: early literacy.
   - Stimulate imagination: reading, viewing, and listening for pleasure.
   - Satisfy curiosity: lifelong learning.
   - Connect to the online world: public Internet access.
   - Visit a comfortable place: physical and virtual spaces.

3. Management and staff discussed emerging themes, trends, and forecasts from existing DBRL, city, and county economic and demographic documents with the Planning Team at Meeting #2. These trends include:

   - A growing population in Boone and Callaway Counties as well as in Columbia, albeit at different rates
   - A highly educated community with a desirable quality of life and vibrant business environment

- Unprecedented layoffs in the past year and a recent rise in both unemployment and poverty indicators occurring in this area, which has formerly enjoyed both lower-than-average living costs and unemployment rates

Community input was gathered in four different ways:

1. One-on-one meetings with civic leaders. Letters were sent to community leaders informing them of the planning process and inviting their comments. Sixteen meetings were held. In each meeting, a Planning Team member and the library director met with the civic leader, asking what was happening, being discussed, or being planned in the community that might influence the library's planning process and how important the proposed service priorities might be to that community.
2. Community "drop-in" meetings. Conducted by the director or associate director along with one or more Planning Team member(s), the purpose was to garner input about services and staffing needed to meet the future needs of that community. Approximately sixty-five people participated in meetings held in:

   - Holts Summit
   - Ashland
   - Harrisburg
   - Hallsville
   - Columbia
   - New Bloomfield
   - Fulton
   - Millersburg
   - Auxvasse
   - Sturgeon

3. Postcards. As Planning Team members and library staff met with leaders and community members, they handed out a postcard questionnaire. The postcard requested input on service priorities for this planning cycle, use of the website, and an area for individual comments and suggestions.
4. Website. The library's website invited users to respond to questions similar to those on the postcard and provided an additional opportunity to make suggestions and comments. In addition, the website highlighted news releases and updates regarding the strategic planning process. Links were available so that users could review and evaluate many of the same documents being used by the Planning Team.

There were five Strategic Planning Team meetings. The first was held on September 8, 2008, and the agenda included:

- Who we are: brief review of DBRL facts, statistics, services
- Triggering factors—definition and categories
- Emerging themes from Planning Team telephone calls and board email survey
- SWOT analysis (Strengths, Weaknesses, Opportunities, Threats)
- Length of strategic planning period—2009–2017. The ending date of 2017 provided an eight-year time frame to achieve the plan's goals.

The second meeting was held on October 13, 2008. The agenda included:

- Staff report on PLA service priorities
- Staff report on future trends, forecasts for Columbia, for Boone and Callaway Counties
- Update on community input
- Brainstorm on vision and values
- Review current mission

The third meeting was held on November 10, 2008. The agenda included:

- Update on community input
- Review and revision of the vision and values
- Brainstorming on service goals and on governance/oversight goals
- Brainstorming on supporting objectives
- Ideas on evaluating the plan's implementation
- Decision to hold extra meeting on January 20, 2009

The fourth meeting was held on December 10, 2008. The agenda included:

- Update on community input
- Staff and manager input on latest draft plan
- Brainstorming on strategic issues—what should DBRL be doing in 2017, relationship with issues in the external world, fiscal restraints
- Reviewing the draft partial plan

The fifth and final meeting was held on January 20, 2009. The agenda included:

- Staff and manager input on latest draft plan
- Detailed review of the entire draft plan
- Brainstorming on the March 13, 2009, presentation to the DBRL board.

Appendix B: Rosters

Phase One—Design Team:

Terry Higgins, DBRL board president and Callaway County trustee

Rosie Gerding, DBRL Long Range Planning Committee chair and Columbia trustee

Patricia Powell, past DBRL board president and Boone County Library trustee

Melissa Carr, DBRL director

Elinor Barrett, DBRL associate director

Phase Two—Strategic Planning Team:

Rosie Gerding, chair and Columbia trustee

Susan Breyfogle, Columbia trustee

Craig Brumfield, business development officer, Callaway Bank

Example C.2.   DBRL Strategic Plan, 2018–2020

Vision Statement

DBRL strives to be at the heart of the community, a trusted resource and partner known for excellence, creativity, and open, equitable access, connecting every person to opportunities for a lifetime of discovery, learning, and joy.

Mission Statement

Your library: connecting you to ideas, information, community life, and each other.

Areas of Strategic Focus

- Champion reading and support essential literacies that allow every individual the opportunity to learn and thrive in twenty-first-century society and workplaces
- Enhance operational excellence, fiscal stability, and sustainability to serve our patrons and communities more effectively
- Foster a community-focused culture of innovation, leadership, and access for all

Areas of Strategic Focus and Goals

Champion reading and support essential literacies to provide the opportunity for every individual to learn and thrive in twenty-first-century society and workplaces. Goals:

- People of all ages will be able to explore and find support for learning a range of essential skills that will help them live fulfilling lives and be strong contributors to our communities.
- Our community will value DBRL as an essential resource, a place of possibility, learning, and community where everyone can discover resources that build understanding and evoke joy, imagination, adventure, empathy, and insight.

- Every child will have opportunities to develop a love of reading and experience a life-time of learning.
- DBRL will provide educational and cultural opportunities that make a positive difference in the quality of life throughout our diverse region and help create a vibrant, literate, and connected community.

Enhance operational excellence, fiscal stability, and sustainability to serve our patrons and communities effectively. Goals:

- DBRL will maintain the resources, integrity, and strength of the regional library system and identify areas for growth and expansion, while recognizing and responding to the unique character, needs, and local identities of our diverse communities and neighborhoods.
- DBRL will increase our marketing reach and visibility to make citizens more aware of our resources and to demonstrate the value of the library.
- DBRL will continuously improve upon the convenience, relevance, and appeal of our collections for all ages, ensuring they are current and readily available in a variety of formats to satisfy patrons' interests and demands and support their ability to learn.
- DBRL will maintain its landmark buildings as a source of community pride and strive to make them examples of the best practices in facilities management.
- DBRL staff will be recognized in the community for their skills and the first-rate quality of service and library experiences they provide patrons.
- DBRL will continue to expand our financial resources by seeking opportunities for additional sources of private funding and grants.
- DBRL will strive to continuously improve and refine the quality of our patrons' library experiences.
- DBRL patrons will have safe, welcoming physical places to read and meet and interact with others and open, accessible online spaces that support engagement and learning.
- DBRL will expand our services and user support to introduce emerging technologies, provide opportunities to learn new skills, and effectively serve those lacking access.

Foster a community-focused culture of innovation, leadership, and access for all. Goals:

- DBRL will extend our reach to most effectively serve our distinctive communities, neighborhoods, and the region's most vulnerable populations.
- DBRL will seek partnerships with other civic organizations and groups to address community needs and share resources to achieve mutual goals.
- DBRL will collaborate to develop and adapt spaces and services to support our individual neighborhoods, local interests, and needs.
- DBRL's physical and electronic infrastructure will provide equitable access to collections, programs, and learning opportunities for every resident in our service area.
- DBRL will facilitate the public's understanding of local issues, needs, and goals through increased communication and interactions in our communities.

New Strategic Service Initiatives

- DBRL will enhance and expand services and collections to address literacy in its widest sense digital skills, emerging technologies, media/information, civic, reading readiness,

employment/workplace readiness, visual, multicultural, finance, and health literacy—and seek partnerships to fuel programming and resources.

- DBRL will increase resources and expand services and space for patrons to gather, explore, experiment, and engage in hands-on creative use of equipment, materials, and technologies to develop new skills and design, make, preserve, and share original content and creations.
- DBRL will develop new methods and increase resources to ensure that we (a) take our services beyond the library walls to where people are, (b) increase staff understanding of our region and actively participate in the life of our communities and neighborhoods, and (c) engage with and effectively serve patrons for whom transportation, online access, or other factors are a barrier to access and library services.
- DBRL will develop and implement new services to engage and connect with underserved populations and residents of marginalized areas in our region through partnerships, interactive programming, and increased access to collections and technology.
- As a key community partner and resource, DBRL will build on the success of One Read and other book-related events, festivals, and other cultural programs to connect readers to library collections, promote reading and literacy for all ages, build community, and increase connections among readers.
- DBRL will develop and promote library programs to encourage the free and safe exchange of ideas and discussion of complex issues as a means of fostering social trust, promoting civic literacy, and building community.
- DBRL will increase and leverage its online presence through the digital branch and social media to cultivate online communities that foster civic and regional connections and promote the library as an essential resource and community partner.
- DBRL will assess the need for staff training and professional development to stay current and to continue to meet the needs of our patrons, and will develop new plans to manage staff learning.

DBRL's 2018–2020 plan (ex. C.2) was created with the help of former ALA president Maureen Sullivan. DBRL's administration decided to use a nationally known consultant, and the well-respected Aspen Institute process, because the library's longtime director was retiring. Library administration felt that the new director and library stakeholders would more readily embrace a strategic plan developed through a process that had high transparency, credibility, and accountability.

Example C.3.   Strategic Goals and Initiative: 2018 Objectives and Tactics

Objective 1

By 1st Quarter 2019, a potential audience of 1,350–1,500 underserved or high-risk preschool-age children who are enrolled in child-care settings in Columbia, Fulton, and Ashland will have increased access to library materials and reading experiences.

Examples of tactics: Add monthly service visits and materials delivery to every Head Start and designated Title I centers as well as other centers for underserved or high-risk populations in Columbia, Fulton, and Ashland. Determine staffing needs for this project. Acquire "Sprinter

Van": type of vehicle designated for services to child-care centers and other children's services activities. This type of vehicle is designed for ease of access in rolling loaded book carts on and off the van when making lobby stops at facilities such as child-care centers. If the schedule allows, this vehicle may also be used for visiting retirement and nursing care facilities.

Goals

- Every child will have opportunities to develop a love of reading and experience a lifetime of learning.
- DBRL will extend our reach to most effectively serve our distinctive communities, neighborhoods, and the region's most vulnerable populations.
- Strategic Initiatives 1, 3, and 4

Objective 2

By 4th Quarter 2018, residents will have expanded access to library materials and services available through four monthly community Bookmobile stops located in the north, south, east and west areas of Columbia.

Examples of tactics: Review length of scheduled community Bookmobile stops and the effectiveness and use of the current location in north Columbia. Identify potential locations to reach underserved populations and add three additional stops.

Goals

- Our Community will value DBRL as an essential resource, a place of possibility, learning, and community where everyone can discover resources that build understanding and evoke joy, imagination, adventure, empathy, and insight.
- Every child will have opportunities to develop a love of reading and experience a lifetime of learning.
- DBRL will provide educational and cultural opportunities that make a positive difference in the quality of life throughout our diverse region and help create a vibrant, literate, and connected community.
- DBRL will maintain the resources, integrity, and strength of the regional library system and identify areas for growth and expansion, while recognizing and responding to the unique character, needs, and local identities of our diverse communities and neighborhoods.
- DBRL will increase our marketing reach and visibility to make citizens more aware of our resources and to demonstrate the value of the library.
- DBRL will expand our services and user support to introduce emerging technologies, provide opportunities to learn new skills, and effectively serve those lacking access.
- DBRL will extend our reach to most effectively serve our distinctive communities, neighborhoods, and the region's most vulnerable populations.
- Strategic Initiatives 1, 3, and 4

Objective 3

By 4th Quarter 2018, children will have increased opportunities for positive STEM and STEAM learning experiences through library services and collections.

Examples of tactics: Establish partnerships with the CPL STEM Alliance and identify STEAM initiatives in other communities in our region. Develop a service plan to create and circulate STEM and STEAM technology maker kits. Increase tech programming such as a tech "petting zoo" and identify methods to provide these services in our branches and in our rural communities without a branch library. Provide increased hours of staffing from the public services and IT departments to achieve this objective.

Goals

- People of all ages will be able to explore and find support for learning a range of essential skills that will help them live fulfilling lives and be strong contributors to our communities.
- Every child will have opportunities to develop a love of reading and experience a lifetime of learning.
- DBRL will continuously improve upon the convenience, relevance, and appeal of our collections for all ages, ensuring they are current and readily available in a variety of formats to satisfy patrons' interest and demands, support their ability to learn throughout their lives, and inspire their creativity, imagination, understanding, and ambitions.
- DBRL will expand our services and user support to introduce emerging technologies, provide opportunities to learn new skills, and effectively serve those lacking access.
- DBRL will seek partnerships with other civic organizations and groups to address community needs and share resources to achieve mutual goals.
- Strategic Initiatives 1, 2, and 3

Objective 4

During 2018, DBRL staff will have new training and professional development opportunities to equip them with best-in-class leadership, technical, and customer service skills to foster patron-focused innovation, creative problem solving, develop new skills, and stay current in their areas of responsibilities and new service initiatives.

Examples of tactics: Create and implement plans to determine staff training and development needs and create a new model for coordinating and managing staff learning for performance and skill enhancement. Standardize the orientation process and identify resources needed to implement the training model. Investigate Niche Academy software. HR manager will lead staff to develop an organizational values statement.

Goals

- DBRL staff will be recognized in the community for their skills and the first-rate quality of service and library experiences they provide patrons.
- Strategic Initiative 8

Objective 5

During 2018, residents throughout the region will have a new service opportunity where they can interact with library staff, select materials, and increase their awareness of library services in informal, nontraditional settings.

Examples of tactics: Develop and implement a pop-up library service plan to meet people and promote the library in new locations throughout the region, outside of the library facilities. Establish a staff work group to identify the targeted "audience" and opportunities for pop-up services. Identify resources that are needed and develop the service, staffing, schedule, and marketing plans needed to develop, launch, and support this as a regional initiative.

Goals

- DBRL will maintain the resources, integrity, and strength of the regional library system and identify areas for growth and expansion, while recognizing and responding to the unique character, needs, and local identities of our diverse communities and neighborhoods.
- DBRL will increase our marketing reach and visibility to make citizens more aware of our resources and to demonstrate the value of the library.
- DBRL will collaborate to develop and adapt spaces and services to support our individual neighborhoods, local interests, and needs.
- Strategic Initiatives 3 and 5

Objective 6

In 2018, visitors to DBRL facilities will discover and have an increased awareness of the library's digital and electronic collections through improved marketing of the digital collections at each facility.

Examples of tactics: Determine how to promote these collections in our facilities. Identify equipment or other resources that will be needed. Develop signage or cross-promotional tools such as shelf-talkers to embed in the physical collection to cross-sell/market the digital collections.

Goals

- GOAL B.2. DBRL will increase our marketing reach and visibility to make citizens more aware of our resources and to demonstrate the value of the library.
- GOAL B.3. DBRL will continuously improve upon the convenience, relevance, and appeal of our collections for all ages, ensuring they are current and readily available in a variety of formats to satisfy patrons' interest and demands, support their ability to learn throughout their lives, and inspire their creativity, imagination, understanding, and ambitions.
- Strategic Initiative 1

Objective 7

During 2018, children and their families will have a new opportunity to attend a storytelling or musical performance by a nationally recognized artist(s) that promotes reading, storytelling, and other performance arts.

Examples of tactics: Identify proposed performer and potential dates, and reserve the proposed venue(s). Develop and present a proposed budget request to the DBRL Foundation for support funding.

Goals

- Our community will value DBRL as an essential resource, a place of possibility, learning, and community where everyone can discover resources that build understanding and evoke joy, imagination, adventure, empathy, and insight.

- DBRL will provide educational and cultural opportunities that make a positive difference in the quality of life throughout our diverse region and help create a vibrant, literate, and connected community.
- Strategic Initiative 5

Objective 8

In 2018, DBRL will establish a designated community liaison librarian for each of the rural communities in our region to serve as the "face" of the library for that community, to develop an increased understanding of the needs of the community and opportunities to most effectively provide library services to the residents.

Examples of tactics: Create a new pilot service plan for librarians to serve as designated liaisons to our rural communities. Identify protocols and expectations and work with the PR department to develop any collateral materials that may be needed. Establish a schedule and list of contacts to be made as well as expectations for reporting. Consider strategies for incorporating DBRL's online presence to achieve this objective.

Goals

- Our community will value DBRL as an essential resource, a place of possibility, learning, and community where everyone can discover resources that build understanding and evoke joy, imagination, adventure, empathy, and insight.
- DBRL will provide educational and cultural opportunities that make a positive difference in the quality of life throughout our diverse region and help create a vibrant, literate, and connected community.
- DBRL will maintain the resources, integrity, and strength of the regional library system and identify areas for growth and expansion, while recognizing and responding to the unique character, needs, and local identities of our diverse communities and neighborhoods.
- DBRL will increase our marketing reach and visibility to make citizens more aware of our resources and to demonstrate the value of the library.
- DBRL staff will be recognized in the community for their skills and the first-rate quality of service and library experiences they provide patrons.
- DBRL will extend our reach to most effectively serve our distinctive communities, neighborhoods, and the region's most vulnerable populations.
- Strategic Initiatives 3, 4, and 7

Objective 9

In 2018, patrons will have increased awareness and usage of DBRL's growing digital spaces and services.

Examples of tactics: Staff will assess options and identify methods for most effectively managing resources and customer service for digital users. Develop a comprehensive strategy that cultivates online communities and fosters civic and regional connections through patron-focused digital services including social media, email, and text promotions. Increase resources to manage online marketing and digital content for the digital branch and social media.

Goals

- DBRL will increase our marketing reach and visibility to make citizens more aware of our resources and to demonstrate the value of the library.
- DBRL's physical and electronic infrastructure will provide equitable access to collections, programs, and learning opportunities for every resident in our service area.
- Strategic Initiative 7

Objective 10

By 2nd Quarter 2018, patrons living in areas of the region without access to high-speed Internet connectivity will be aware of the availability of library services to increase their access to library resources via the Internet.

Examples of tactics: Create a service plan to circulate mobile hotspots and implement.

Goals

- DBRL will provide educational and cultural opportunities that make a positive difference in the quality of life throughout our diverse region and help create a vibrant, literate, and connected community.
- DBRL will maintain the resources, integrity, and strength of the regional library system and identify areas for growth and expansion, while recognizing and responding to the unique character, needs, and local identities of our diverse communities and neighborhoods.
- DBRL will increase our marketing reach and visibility to make citizens more aware of our resources and to demonstrate the value of the library.
- DBRL will expand our services and user support to introduce emerging technologies, provide opportunities to learn new skills, and effectively serve those lacking access.
- DBRL will extend our reach to most effectively serve our distinctive communities, neighborhoods, and the region's most vulnerable populations.
- DBRL's physical and electronic infrastructure will provide equitable access to collections, programs, and learning opportunities for every resident in our service area.
- Strategic Initiatives 3, 4, and 7

Objective 11

By 2019, residents will have increased awareness of the library's effort to build on current service levels to improve the ease and convenience of accessing and returning library materials.

Examples: In 2018, assess current practices and service points for patrons living in county areas, and identify options and costs to increase service points such as lockers, return book drops, and mail delivery of materials. Provide training on using BiblioCommons as a reader's advisory tool for selecting materials.

Goals

- People of all ages will be able to explore and find support for learning a range of essential skills that will help them live fulfilling lives and be strong contributors to our communities.

- Our community will value DBRL as an essential resource, a place of possibility, learning, and community where everyone can discover resources that build understanding and evoke joy, imagination, adventure, empathy, and insight.
- DBRL will increase our marketing reach and visibility to make citizens more aware of our resources and to demonstrate the value of the library.
- DBRL will extend our reach to most effectively serve our distinctive communities, neighborhoods, and the region's most vulnerable populations.
- DBRL's physical and electronic infrastructure will provide equitable access to collections, programs, and learning opportunities for every resident in our service area.
- Strategic Initiatives 3 and 4

Objective 12

In 2018 job seekers and entrepreneurs will have increased awareness of the library's resources.

Examples of tactics: Create a marketing plan that includes collaboration with related agencies to expand the reach of marketing efforts and utilize their expertise to present programming. Consider a monthly digital newsletter of technology classes and bringing in a speaker to talk about social media marketing for small businesses. Determine staffing needs in the PR department to increase the hours directed to support this effort. Identify methods of reaching all areas of our region.

Goals

- People of all ages will be able to explore and find support for learning a range of essential skills that will help them live fulfilling lives and be strong contributors to our communities.
- DBRL will provide educational and cultural opportunities that make a positive difference in the quality of life throughout our diverse region and help create a vibrant, literate, and connected community.
- DBRL will increase our marketing reach and visibility to make citizens more aware of our resources and to demonstrate the value of the library.
- DBRL staff will be recognized in the community for their skills and the first-rate quality of service and library experiences they provide patrons.
- DBRL will seek partnerships with other civic organizations and groups to address community needs and share resources to achieve mutual goals.
- Strategic Initiatives 1, 3, and 4

Objective 13

By 1st Quarter 2019, patrons will be able to access and borrow items other than books and media to support adult and/or family interests and needs from "A LOT," a new service and collection of "**A L**ibrary **O**f **T**hings."

Examples of tactics: Review items being loaned by other public libraries such as tools, equipment, and technology. Establish a collection profile and develop a service plan to create this new collection. Identify and purchase items and packaging. Develop strategies to extend this service to alternate locations in our service area, for example: partner with the Columbia Center for Urban Agriculture to loan tools from their site.

Goals

- People of all ages will be able to explore and find support for learning a range of essential skills that will help them live fulfilling lives and be strong contributors to our communities.
- Our community will value DBRL as an essential resource, a place of possibility, learning, and community where everyone can discover resources that build understanding and evoke joy, imagination, adventure, empathy, and insight.
- DBRL will provide educational and cultural opportunities that make a positive difference in the quality of life throughout our diverse region and help create a vibrant, literate, and connected community.
- DBRL will continuously improve upon the convenience, relevance, and appeal of our collections for all ages, ensuring they are current and readily available in a variety of formats to satisfy patrons' interest and demands, support their ability to learn throughout their lives, and inspire their creativity, imagination, understanding, and ambitions.
- DBRL will strive to continuously improve and refine the quality of our patrons' library experiences.
- DBRL will expand our services and user support to introduce emerging technologies, provide opportunities to learn new skills, and effectively serve those lacking access.
- Strategic Initiatives 1, 2, 3, and 4

Objective 14

In 2018, DBRL staff and patrons will have increased options and opportunities to access equipment and technology support through the library and improve their ability to utilize, evaluate, create, and share information using technology.

Examples of tactics: Investigate methods of providing expanded point of service technical support for patrons including establishing a new service option to schedule appointments for on-demand tech support at each DBRL facility. Provide staffing from CPL to go to the branches to provide this patron service. Schedule staff at branches to be able to shadow these appointment sessions as part of their continuous learning. Increase staff hours in the IT department to have a designated employee at CPL available during all open hours in order to provide in-depth technology support for patrons and training for staff and patrons. Expand maker programming opportunities and resources including equipment to create audio recordings.

Goals

- People of all ages will be able to explore and find support for learning a range of essential skills that will help them live fulfilling lives and be strong contributors to our communities.
- Our community will value DBRL as an essential resource, a place of possibility, learning, and community where everyone can discover resources that build understanding and evoke joy, imagination, adventure, empathy, and insight.
- DBRL will provide educational and cultural opportunities that make a positive difference in the quality of life throughout our diverse region and help create a vibrant, literate, and connected community.
- DBRL staff will be recognized in the community for their skills and the first-rate quality of service and library experiences they provide patrons.

- DBRL will strive to continuously improve and refine the quality of our patrons' library experiences.
- DBRL will expand our services and user support to introduce emerging technologies, provide opportunities to learn new skills, and effectively serve those lacking access.
- Strategic Initiatives 1, 2, 4, and 8

Objective 15

During 2018, identify aspects of DBRL services and facilities that are inadequate to meet current demands for service and begin discussing strategies to address these in the future.

Examples of tactics: Conduct a "No Logs" study to identify services where we are not able to satisfy patron requests or demands: meeting rooms, programs, scheduling training and tech support, deposit collections and lobby visits, on-site programming in rural communities, delivery services, library lockers, and book drops.

Goals

- DBRL will maintain the resources, integrity, and strength of the regional library system and identify areas for growth and expansion, while recognizing and responding to the unique character, needs, and local identities of our diverse communities and neighborhoods.
- DBRL will strive to continuously improve and refine the quality of our patrons' library experiences.
- DBRL patrons will have safe, welcoming physical places to read and meet and interact with others, and open, accessible online spaces that support engagement and learning.
- DBRL will collaborate to develop and adapt spaces and services to support our individual neighborhoods, local interests, and needs.
- Strategic Initiatives 3 and 4

Objective 16

1st Quarter 2018, implement the updated collection development plan emphasizing our commitment to responsiveness to patron requests and interests, addressing literacy in its widest sense, and continuously reviewing options for emerging technologies, formats, and genres of interest to our community.

Examples of tactics: Implement the use of patron-driven acquisition services through our current physical and digital materials vendors. Implement Bibliocloud Records to increase the discoverability of electronic resources in the catalog. Increase the number of Launchpads and expand the collection to include titles for adults and teens available for checkout.

Goals

- Our community will value DBRL as an essential resource, a place of possibility, learning, and community where everyone can discover resources that build understanding and evoke joy, imagination, adventure, empathy, and insight.
- DBRL will continuously improve upon the convenience, relevance, and appeal of our collections for all ages, ensuring they are current and readily available in a variety of formats to satisfy patrons' interests and demands, support their ability to learn throughout their lives, and inspire their creativity, imagination, understanding, and ambition.
- Strategic Initiatives 1, 2, 3, and 4

Objective 17

By 2nd Quarter 2018, DBRL will increase the number of programs and library activities offered within our rural communities.

Examples of tactics: Establish a pilot project in Callaway County. Schedule at least one adult or teen and one children's program or event each quarter in the rural communities. Explore options for partnering with the schools to provide a site. Test new ideas for serving our rural patrons and then scale them successfully. Determine whether additional staff and vehicles will be needed to sustain this effort. Pursue purchase and implementation of Biblioevents to enhance library programming discoverability.

Goals

- Our community will value DBRL as an essential resource, a place of possibility, learning, and community where everyone can discover resources that build understanding and evoke joy, imagination, adventure, empathy, and insight.
- DBRL will provide educational and cultural opportunities that make a positive difference in the quality of life throughout our diverse region and help create a vibrant, literate, and connected community.
- DBRL will maintain the resources, integrity, and strength of the regional library system and identify areas for growth and expansion, while recognizing and responding to the unique character, needs, and local identities of our diverse communities and neighborhoods.
- DBRL will increase our marketing reach and visibility to make citizens more aware of our resources and to demonstrate the value of the library.
- DBRL will extend our reach to most effectively serve our distinctive communities, neighborhoods, and the region's most vulnerable populations.
- DBRL will seek partnerships with other civic organizations and groups to address community needs and share resources to achieve mutual goals.
- Strategic Initiatives 3, 4, 5, and 6

Objective 18

In 2018, DBRL staff will build on current partnerships and program offerings and seek opportunities to expand and market a series of library programs throughout the region that encourage the free and safe exchange of ideas and discussion of complex issues, promote civic literacy and social trust, connect readers to library collections, promote reading and literacy for all ages, build community, and increase connections among readers.

Examples of tactics: Identify current programs that meet this objective and potential partners for new programs. Implement plans to promote this aspect of DBRL's program offerings. Explore how to offer this type of program in county communities.

Goals

- Our community will value DBRL as an essential resource, a place of possibility, learning, and community where everyone can discover resources that build understanding and evoke joy, imagination, adventure, empathy, and insight.
- DBRL will provide educational and cultural opportunities that make a positive difference in the quality of life throughout our diverse region and help create a vibrant, literate, and connected community.

- DBRL will increase our marketing reach and visibility to make citizens more aware of our resources and to demonstrate the value of the library.
- DBRL patrons will have safe, welcoming physical places to read and meet and interact with others, and open, accessible online spaces that support engagement and learning.
- Strategic Initiatives 5 and 6

Objective 19

In 2018, DBRL will increase efforts to provide and promote library programs in each of the three low-to-moderate income neighborhoods identified in the City of Columbia's Strategic Plan Report 2016 as a means of strengthening our community so all individuals can thrive.

Examples of tactics: Continuously monitor community activities and developments that may open new opportunities to effectively serve our communities. Identify other potential partners. Identify resources needed to expand services to these neighborhoods.

Goals

- DBRL will provide educational and cultural opportunities that make a positive difference in the quality of life throughout our diverse region and help create a vibrant, literate, and connected community.
- DBRL will extend our reach to most effectively serve our distinctive communities, neighborhoods, and the region's most vulnerable populations.
- DBRL will seek partnerships with other civic organizations and groups to address community needs and share resources to achieve mutual goals.
- DBRL will collaborate to develop and adapt spaces and services to support our individual neighborhoods, local interests, and needs.
- Strategic Initiatives 1, 3, 4, 5, and 6

Objective 20

In 2018, DBRL staff will establish a process to coordinate the collection and analysis of data to regularly review and improve programs, services, and operations.

Examples of tactics: Conduct annual reviews and summarize usage data, environmental scan updates, and reports from our community liaison librarians to identify priorities in initiatives for the upcoming year; standardize a process for systematically evaluating data for analysis and decision making using resources such as Collection HQ, AOD, ETC community survey, Google analytics, door counts, circulation statistics, and vendor metrics. Analyze patron data to understand emerging patron needs and better meet those needs. Engage patrons through surveys, observation, and interviews to learn about their needs and interests and proactively design a collaborative approach with relevant organizations to meet those needs.

Goals

- DBRL will continuously improve upon the convenience, relevance, and appeal of our collections for all ages, ensuring they are current and readily available in a variety of formats to satisfy patrons' interests and demands, support their ability to learn throughout their lives, and inspire their creativity, imagination, understanding, and ambition.

- DBRL staff will strive to continuously improve and refine the quality of our patrons' library experiences.
- Strategic Initiative 3

Objective 21

In 2018, the public will be better informed about library services and events, and through increased interaction with the library, people will develop a stronger connection to the library and become stronger library advocates.

Examples of tactics: The public relations department will expand its use of media opportunities, both free and paid, to better inform the public of library services and events, and to position the library as a welcoming organization for people of all ages and backgrounds. Develop signage to place in the buildings to promote other library services available through the digital branch. Evaluate and enhance the library's presence at community events. Arrange more opportunities for staff to talk about services through media interviews and visits to community organizations. Use the demographic information available through analytics on demand to more effectively adjust the media plan.

Goals

- Our Community will value DBRL as an essential resource, a place of possibility, learning, and community where everyone can discover resources that build understanding and evoke joy, imagination, adventure, empathy, and insight.
- DBRL will increase its marketing reach and visibility to make citizens more aware of resources and to demonstrate the value of the library.
- DBRL will extend our reach to most effectively serve our distinctive communities, neighborhoods, and the region's most vulnerable populations.
- Strategic Initiatives 3, 4, 5, 6, and 7

DBRL's "prethinking"—their taking a "step back" to consider how stakeholders would view the process—is an excellent example of intentional marketing. The final plan was easier to market because DBRL consciously addressed possible stakeholder concerns *before* they occurred. Many thanks to DBRL for allowing these documents to be used as examples.

⊚ Resources

Aspen Institute. *Action Guide for Re-Envisioning Your Public Library, version 2.0.* At http://www.libraryvision.org/download_action_guide (last accessed on 11-30-17).

———. "Aspen Institute: Strategies for Success." At http://csreports.aspeninstitute.org/Dialogue-on-Public-Libraries/2014/report/details/0090/Libraries (last accessed on 11-30-17).

Doran, George T. "There's a S.M.A.R.T. Way to Write Management's Goals and Objectives." *Management Review* (November 1981).

Garner, Amy. "Rising to the Challenge: Re-envisioning Public Libraries." *Aspen Institute Dialogue on Public Libraries* (2014). At http://www.libraryvision.org/ (last accessed on 11-30-17).

Sullivan, Maureen. "Facilitator's Guide Based on the Action Guide for Re-Envisioning Your Public Library." *Aspen Institute Dialogue on Public Libraries* (2017). At http://www.libraryvision.org/ (last accessed on 11-30-17).

Marketing Plans and the Intentional Marketing Initiative Shortcut

MARKETING TIP: *A beautiful marketing plan is not effective unless it is actually implemented.*

Intentional marketing employs two levels of marketing plans. One is a library-wide, big-picture plan. The other digs through the details.

The first type of marketing plan reflects the fact that everything is marketing. It grows organically from your library's strategic plan, approaching each goal from a marketing viewpoint. Among other things, it:

- Identifies stakeholder groups addressed by the goal
- Restates the goal as much smaller, distinct marketing efforts
- Spells out what the library wants stakeholders to do
- Suggests broad marketing tactics—programs, promotions, displays, etc.
- Helps to focus your marketing efforts for the coming year

Table D.1, "Sample Library Marketing Plan for Strategic Goal," below is this first type of plan. Please note that the strategic goal at the top is very broad, but that the "marketing interpretations" are much narrower. You can use this high-level plan to brainstorm marketing interpretations for *all* aspects of the strategic goal for *every one* of your stakeholder groups and select which of those interpretations you will focus on for the coming year.

After you have crafted your library-wide marketing plan, develop specific project ideas to fit selected marketing interpretations. As you get ideas, run them through the Intentional Marketing Initiative Shortcut as shown in table D.2. The shortcut helps you to quickly identify:

- Whether a specific project actually markets the library as a place, collection, or home of the librarian skill set
- Whether a specific project actually reflects the library's mission, vision, and values
- Stakeholder(s) that the project addresses

▲ **155**

Table D.1.   Sample Library Marketing Plan for Strategic Goal
(Goal: The library will expand services and collections to meet a variety of literacy needs.)

STAKEHOLDER GROUP	SENIOR CITIZENS	TEENS	CHILDREN 2–3 YEARS OLD
Interpretation of Goal for Stakeholder Group	The library will create and promote a collection and experiences that increase digital and information literacy among senior citizens.	The library will create and promote a collection and experiences that promote civic and information literacy among teens.	The library will create and promote a collection and experiences that will increase reading readiness.
Stakeholder Wants and Needs Based on Research	1. Basic online literacy, using smartphones, etc. 2. Ability to evaluate information. 3. Social time. 4. To feel valued.	1. Ways to play, learn, or teach with technology. 2. Ability to evaluate information. 3. Civics understanding. 4. School extra credit or service hours. 5. Social time. 6. To feel valued.	1. Reading readiness. 2. Social time for children. 3. Social time for caregivers. 4. To feel valued.
The Library Wants the Stakeholder Group to:	1. Participate in programs. 2. Use other library resources. 3. Spread positive news about the library.	1. Participate in programs. 2. Use other library resources. 3. Volunteer. 4. Spread positive news about the library.	For the children's caregivers to: 1. Attend programs. 2. Use other library resources. 3. Spread positive news about the library.
Beginning Benchmark Information	Includes library's past programming, attendance at those programs, in-library computer use by seniors, staff observations, etc.	Includes library's past programming on the topic, attendance at those programs, library use by teens, staff observations, etc.	Includes library's past programming, attendance at those programs, circulation, staff observations, etc.
Marketing Tactics to Be Employed	Programs, classes, topic guides, WOMM, displays, promotions, outreach to religious organizations.	Programs, volunteer opportunities, information evaluation guides, WOMM, displays, promotions, outreach to schools and religious organizations.	Programs (story times, summer reading program, etc.), WOMM, displays, promotions, outreach to schools and religious organizations.
Evaluation Time Frame	At least once a year.	At least once a year.	At least once a year.
Total Library Budget Per Audience or Initiative	This will help you plan individual program budgets.	This will help you plan individual program budgets.	This will help you plan individual program budgets.
Responsible Library Parties	Adult Services, Reference, IT, Communications.	Young Adult Services, Reference, IT, Communications.	Children's Services, Communications.
Potential Partners	Senior center, recreation center, senior villages, religious centers.	Schools, local civics and service groups, local media, religious centers.	Religious organizations, preschools, community centers.
Competition and Other Challenges	Fear of technology, fear of appearing foolish, language barriers, hearing problems, not being aware of the programs, not being able to get to the programs, etc.	Fear of appearing uncool, other things to do, not being aware of the programs, language barriers, not being able to get to the programs, etc.	Fear of being unwelcome, language barriers, other things to do, not being aware of the programs, not being able to get to the programs, etc.

Table D.2. The Intentional Marketing Initiative Shortcut
(Sample Initiative: Pop-up Historical Display and Resource Guide at a Genealogical Convention)

	PRIMARY LIBRARY FUNCTIONS ADDRESSED	DOES IT REFLECT THE LIBRARY'S MISSION, VISION, AND VALUES?	STAKEHOLDER #1 (LIBRARY) WANTS AND NEEDS	STAKEHOLDER #2 (PARTNERING ORGANIZATION) WANTS AND NEEDS	STAKEHOLDER #3 (LIBRARY'S FUNDING BODY) WANTS AND NEEDS	STAKEHOLDER #4 (CONFERENCE ATTENDEES) WANTS AND NEEDS
(Initiative) Pop-up Historical Display and Resource Guide at Genealogical Convention	Markets the collection. Makes librarians and librarian skills visible. Note: If the answer is, "NONE," then STOP.	YES Note: If the answer is, "NO," then STOP.	To be recognized by all stakeholders as a unique resource provider.	To be seen providing quality resources to their members.	To look good because the library is doing good.	To gain knowledge about, and access to, quality resources.
How Content Addresses Stakeholder Needs	n/a	n/a	Display materials and guide to highlight the collection and the librarian skill set.	Library presence at convention shows that partners have "connections" that provide added value to their members.	The display and resource guide show the library doing good.	Attendees learn about quality hard copy and digital resources. Attendees learn that they can ask librarians for help on this topic.
How the Format Addresses Stakeholder Needs	n/a	n/a	The pop-up display introduces librarians to people outside of the library. Provides an artifact—the resources guide—to remind attendees about the library. Builds community partnerships.	Provides quality resources at no cost to partnering organization. Requires little space.	Library presence at convention shows that library is recognized by others as a relevant, "go-to" organization. Builds community partnerships.	Allows participants to interact or not with librarian. Does not require much time to peruse. Provides an artifact—the resources guide—to take home and use.
How Results Will Be Measured	Short-term measurements include "thank you" notes and other direct communications received, comments about display on host organization's evaluation form, comments about display on library's evaluation form, news coverage, photographs, and comments on social media. Long-term measurements include changes in circulation and database use, requests for additional library participation or partnerships, and an increase in questions about the topic.					

Table D.3. Sample Marketing Plan for Specific Product
(Product: A Library-Sponsored Tech-Coaching Program Staffed by Teen Volunteers)

STAKEHOLDERS	LIBRARY	SENIOR CITIZENS	TECH-SAVVY TEENS	PARTNERING HIGH SCHOOL	PARTNERING SENIOR CENTER	THE LARGER COMMUNITY
Stakeholder Wants and Needs	For people to: 1. Participate. 2. Tell others positive things about the library.	1. Basic online literacy. 2. Social time. 3. To feel valued.	1. Way to showcase tech skills. 2. Service hours for school. 3. Social time. 4. To feel valued.	Volunteer service opportunities for their students.	Programming for senior center members.	1. For young people to be involved. 2. For seniors to feel connected.
How Content Addresses Stakeholder Needs	Shows the library is up-to-date and relevant to stakeholders.	Seniors receive desired training and/or social time. This makes them feel "heard" and therefore valued.	Teens earn service hours by helping seniors and feel valued for their knowledge.	Gives teens volunteer opportunities.	Provides programming for senior center members.	Reinforces community responsibility in teens and keeps seniors active and connected.
How Format Addresses Stakeholder Needs	Gives stakeholders a way to become more involved with the library.	One-on-one training allows the program to be tailored to individual needs.	Teens might not attend programs filled with seniors, but they will coach seniors one on one.	Connects students with others and the community.	Some programs might be held at senior center.	Promotes positive interactions between teens and seniors.
Competition and Other Challenges	Staff or other stakeholders objecting to the coaching conversations.	Fear of technology, fear of appearing foolish, language barriers, hearing problems, not being aware of the programs, not being able to get to the programs.	Fear of appearing uncool, other things to do, not being aware of the programs, language barriers, etc.	Many other things to do. Coordinate with partners so programming does not overlap.	Many other things to do. Coordinate with partners so programming does not overlap.	Many other things to do.

	Include past library programming, attendance, staff observations, etc.	What is the current technology literacy rate among seniors?	How many teens participate in library programs now?	Include past library/ school cooperation, etc.	Has the senior center run similar programs? What were the results?	Have other community organizations run similar programs? What were the results?
Beginning Benchmark Information						
Promotional Plans	Information and talking points distributed to staff.	Newspaper, flyers, newsletter blurbs for senior center and religious orgs., calendars, WOMM.	Library website and social media, WOMM.	Notes and emails to school staff, WOMM.	Chat with senior center's programming lead, flyers, newsletter blurbs.	Newspaper column with pictures, library and community websites, WOMM.
How Results Will Be Measured	Comments and the number of referrals.	Participation statistics, exit survey, comments.	Participation statistics, post-service project retention rate, survey, comments.	Survey of teachers and school counselors.	In-person talk with senior center's programming lead.	Media coverage and public comments, both in person and online.

Time, location, responsible parties, required resources, and permissions are dependent upon who the stakeholders are.

Time: After school, before it gets dark. This fits both seniors' and teens' timing needs.

Location: In library and perhaps at partner locations.

Responsible Library Parties: Program supervisor, Adult Services, IT, YA department, Communications.

Required Resources and Permissions: Space, computers with Internet access, program supervisor, school agreement that program meets community service requirements, teen volunteers. Budget for costs, extra staff time, required copyright permissions, etc.

- Explicit stakeholder needs the project meets
- The information you need to evaluate results

You can apply the shortcut to any of the marketing tactics discussed in the previous chapters. Fill it out *before* you start the nitty-gritty planning for a specific project. That will save time and other resources by identifying projects that do not meet your library's mission or serve your stakeholders.

If a project will serve your stakeholders, expand the shortcut into a level-two marketing plan. Level-two plans like the one in table D.3 spell out the details of specific projects, including:

- How this project addresses specific stakeholder needs
- Which promotional channels should be used for each stakeholder group
- What beginning benchmark information is needed
- The names of partners and responsible parties
- Ways to evaluate the project

Sample Exhibit and Display Policy

T HE CUMBERLAND PUBLIC LIBRARY in Rhode Island is located in a former monastery. It has a variety of display areas, including a large art gallery on the second floor. The library's display policy covers exhibits and all items that the public wants to distribute at the library, such as brochures, flyers about school plays, etc. The policy is available on the library's website and at the library. It is reprinted here with permission of the Cumberland Public Library.

◉ Cumberland Public Library Exhibit and Display Policy

Display Cases

The Cumberland Public Library provides space for displays and exhibits of items from the library's own collections, as well as exhibits and displays sponsored by other community agencies or individuals. There are two display cases in the Front Lobby by the Circulation Desk, and one in the Children's Room.

- The Library's Adult Display Cases are available for special collections from local residents or community organizations.
- Exhibits are displayed for one month and must be scheduled in advance by phoning the Adult Services Librarian.
- Display cases may be booked several months to a year in advance, so it is recommended that the library be contacted early to discuss possible bookings.
- The Library reserves the right to decide the appropriateness of exhibit material to the public library setting.
- The Children's Display Case is for children's collections only. Exhibits are displayed in this case on a rotating basis for two weeks at a time.

Freestanding Displays

Occasionally, the Board of Trustees will approve requests from community groups or individuals to place a freestanding display in the library Lobby.

- Requests for freestanding displays in the library Lobby must be submitted in writing to the Board of Trustees at least one week before their regular monthly meeting, in order to be placed on the meeting agenda. Such requests should include the following information:

  ◦ Name, address, and phone number of requestor.
  ◦ Nature and purpose of the display.
  ◦ Size and composition of the materials to be displayed.
  ◦ Dates during which the display should remain in the Lobby.

- To avoid any traffic or emergency egress obstructions, the display must be containable in a compact area away from foot traffic, in an assigned area designated by the Board of Trustees.
- Length of display time will be limited to no more than one month.
- No more than one display will be permitted at any one time.
- The individual or organization requesting the display must agree to place the display no earlier than the date requested; and must remove the display on the final date approved by the Trustees. No materials can/will be stored at the Library beyond the date approved in the original request.
- Library displays will take priority over all other requests.

Posting of Notices

- Space permitting, the Cumberland Public Library will post notices for local and area non-profit organizations on its bulletin boards inside the front vestibule.
- Since requests for postings are frequent and numerous, the library requires that acceptable notices for the public bulletin board not exceed 8½" × 11" in size.
- Notices from individuals and from business organizations will not be accepted for posting at the library.
- All postings should be delivered to the Library's Administrative Assistant who will post them as space permits, depending on the number of requests on file at any one time.
- The Library reserves the right to remove postings as necessary, in order to make space for new postings requested by the library, the town, or other non-profit community organizations.
- With limited space available, postings on library programs, resources, and other notices will take priority over all other requests for postings.
- In addition, agendas for meetings of the Town Council and other town departments, boards, agencies, and commissions will receive priority over postings from local non-profit organizations.

Brochure Rack

- The library maintains a literature rack in the front vestibule for the distribution of free brochures and flyers from local and area non-profit organizations.
- The brochure rack contains two different sized slots: 1) one holds 8½" × 11" sheets and 2) a standard tri-fold brochure (8.5" × 3.67"). Therefore, requests to display literature which does not meet those specific dimensions cannot be accommodated.
- Literature from businesses and individuals cannot be accepted.
- Requests to place items in the brochure rack should be submitted to the Library's Administrative Assistant, who alone has authority to place the materials in the literature rack.
- No items may be left in the rack without permission. Any items left in the literature rack or elsewhere in the vestibule or the lobby without going through the proper procedure and receiving library permission will be summarily discarded.
- The library reserves the right to remove brochures and flyers from time to time due to timeliness and/or limited space.

Hanging Art Gallery

- The Cumberland Public Library has available in the Hayden Meeting Center gallery wall space for hanging art exhibits.
- Local artists must submit a request to the Library Director or Assistant Director to display their hanging artwork in the Hayden Center.
- Prior to receiving approval for an art exhibit, the artists must make an appointment to meet with the Library Director or Assistant Director to review their portfolio or photos of the proposed display items. The library reserves the right to decide the appropriateness of the exhibit material to the public library setting.
- Exhibits will be limited to one month, with definitive dates established in advance.
- The individual requesting the display must agree to place the display no earlier than the date requested; and must remove the display no later than the final date approved. No materials can/will be stored at the Library beyond the dates approved in the original request, unless special arrangements have been made in advance with the Library Director or Assistant Director. All such requests must be agreed upon in writing.
- All artwork must be framed, in order to take advantage of the hanging art system.
- No tape or other adhesives will be allowed to be affixed on the walls, moldings, furnishings, or display cases. Similarly, the use of nails, tacks, or staples will not be permitted.
- Corner pads should be used on the back of art works to protect the walls from marks or other damage.
- Exhibitors are responsible for bringing all necessary supplies, such as picture wire, corner pads for art, or other supplies. Exhibitors are responsible for removing all packing materials, once the exhibit is hung. The library cannot provide temporary storage space for storage boxes and/or other packing materials.
- The Library will, however, provide the use of ladders and hooks necessary for the Gallery System Art Displays hanging art system in use at the Cumberland Public Library.
- Unless specified, art will be hung **only** in the public gallery areas.

- Any damage to the library walls will be assessed to the exhibitor.
- Insurance covering the value of the exhibit will be the responsibility of the displaying artist. Prior to receiving approval for the exhibit, the artist will be required to complete an "Exhibit Agreement and Release Form" and sign a disclaimer releasing the library from all responsibility for loss or damage to the items in their exhibit.
- An inventory of artwork contained in the display will be submitted to the Library Director or Assistant Director when the exhibit is set up, and should be checked again upon dismantling of the exhibit.
- If materials are for sale, the exhibitor may leave a price list or business cards for people who express an interest in the art. Under absolutely no circumstances may individual price cards be affixed to the wall adjacent to the artwork. Note: The Library does not and will not enter into sales negotiations or transactions or take a percentage of any sales that may result from the exhibit.

General Guidelines

The following guidelines govern all exhibits and displays at the Cumberland Public Library, including art gallery exhibitions.

- Exhibits should:
  - Contribute positively to the Library's environment.
  - Enrich the life of the Cumberland community.
  - Create a means of strengthening partnerships between the Library and the wider community.
  - Highlight, whenever possible, the collections, resources, and services of the Library.

- Requests for exhibit space will generally be considered in the order in which they are received, with possible exceptions being made for vital timeliness of a particular display or exhibit.
- The Library reserves the right to limit the size, the number of items, the schedule of any display, and the frequency with which any one individual, artist, or organization may place a display in the Library.
- Exhibits of a pornographic, polemic, or discriminatory nature will be refused. If elements of a display are judged inappropriate by the Board of Trustees or the Library Director, the sponsoring individual or organization will be required to remove those elements immediately.
- Except for postings, the dates of any display or exhibit will be agreed, arranged, and established in advance with the exhibitor.
- All displays and exhibits must include a credit line, i.e. a sign stating the sponsorship of the display or exhibit.
- Installation and removal of exhibits:
  - Transporting, unloading, hanging, and/or setting up exhibits, as well as the later dismantling of same, are the responsibility of the exhibitor, with and under the supervision of the library staff.
  - If the exhibitor requires assistance in this effort, it is his/her responsibility to bring someone to assist him/her.

- Both installation and dismantling must conform to the exhibit dates approved in advance.

• The library does not have space, nor will it accept responsibility, for storage of the property of exhibitors in the Library building. Therefore, exhibitors are required to deliver and pick up their materials according to the dates established in advance. A penalty of $1.00 per item per day will be assessed for materials not picked up by the preapproved designated time.

• Insurance coverage for the value of the exhibited items is the responsibility of the exhibitor. Prior to approval of any exhibit, the library will require the exhibitor to sign a disclaimer releasing the library from any and all responsibility and liability for loss or damage to the items in the exhibit. The Library assumes no responsibility for the safety of any items placed on exhibit. Exhibitors must sign the "Exhibit Agreement and Release Form."

• An inventory of pieces not in secured cases will be submitted to the Library Director or Assistant Director when the exhibit is set up, and should be checked again upon dismantling of the exhibit.

• Though the library may be providing space for a display or exhibit, this does not indicate an endorsement by the library or its administration of the particular display, nor of any statement or position promoted by the exhibit or display.

• Responsibility for any damage to Library property caused by the installation, display, or dismantling and removal of an exhibit will rest with the sponsoring individual or organization.

Approved by the Library Board of Trustees on July 24, 2007
Revised and approved by the Board of Trustees on August 28, 2007

Index