

Proactive Librarianship

Appendices:

Workshop transparencies

Transparency 1

Meeting one another

- Your names and where you work
- Why you became a librarian
- What you hope to learn/achieve by your participation here

Transparency 2

Marketing: positive and negative qualities of sales people

Positive qualities

- Communication skills
- Articulate
- Outgoing/extrovert (culture)
- Assertiveness
- Appropriate appearance and expression
- Knowledge of product
- Belief in product
- Sensitivity to client-personality
- Sensitivity to client's needs/timing
- Honesty and credibility
- Judgement in whom to approach
- Energy
- Willingness to go the extra mile
- Strong self-esteem
- Proactive
- Understanding of business environment—what is possible/not possible

Negative qualities

- Pushy
- Over-talkative
- Avoidance of eye contact
- Insincerity

Transparency 3

Product analysis

A checklist – but remember the often intangible nature of what follows...

For all libraries

- Information for different needs (who are the competitors who also provide information?)
- Value-added service–selection, organisation, format, accessibility
- Time and money saving

For public libraries

- Educational, social and cultural development
- Support, reassurance
- Social contact
- Community venue/community advertising
- Contribution to Community Development–informed, empowered and enabled community with social and welfare and economic benefits

For special and departmental libraries

- Not only information but knowledge and convenience
- Experience, competence, retrieval skills
- Competitive edge prestige & status
- Support for creative processes
- Improved performance at all levels
- Contributing to goals of organisation and realising its values, namely innovative reputation, increased use of products, profit margins

For university libraries

- Learning materials for students
- Teaching and research materials for staff
- Inducement to attract donors, good staff, good students

And finally, those who fund library services...

- What are they getting for their money and support?

Transparency 4

What is marketing?

- Marketing is the entire activity of establishing our markets or publics,
- determining their needs,
- investigating which products or service the various publics believe will fulfil these needs,
- packaging our products or services,
- promoting them, and
- distributing them so that they are in the right place at the right time (which should remind you of a basic tenet of librarianship—getting the right book to the right reader at the right time!)

Successful marketing is being able to persuade the public that the product or service we offer will meet their needs and very often the needs of which they were unaware.

It is important to conduct market research on user needs—analyse your markets, their needs and expectations. You can determine user needs through surveys—questionnaires, interviews and focus groups.

Knowledge of the organisation or the community is vital.

Never lose sight of the individual user.

Transparency 5

The marketing mix

The marketing mix is usually known as the 4 Ps, but here we are adding three more*

- **Personality***
- **Product**
- **Price**
- **Place**
- **Packaging***
- **Promotion**
- **Passion***

Price

According to Philip Kotler, the internationally-known authority on the subject, marketing is not just about exchanging goods for money. Not-for-profit organisations also market. What are we offering to our users in exchange for what? Remember that payment is not always in monetary terms

How do users of what is free at the point of access actually “pay”?

- Through the time and energy they have to spend getting to it
- By adjusting to the hours of opening (not always convenient)
- Through the emotional energy required to deal with staff who may not all be helpful, and with frustration in not finding what they want
- Through overcoming bureaucracy to register
- Through overcoming bureaucracy to borrow

What about the competition?

- Other sources of information
- Other demands on the user's time, and
- Particularly for the public library, other leisure and social activities such as bookshops, videos, TV, and sport both active and passive

Place

Refers to the efficient distribution of our products:

- the location and number of our libraries
- the speed and efficiency with which the users receive what they need (how locatable, identifiable, deliverable is the information required in relationship to the acceptable time and effort expended?)

Packaging

This can be the appearance of the library and the appearance and format of the information. The key here is user friendliness.

Promotion

Marketing is the entire activity of determining the user's information needs, establishing which product or services the user believes will fulfil these needs, packaging and distributing them for easy availability and finally promoting them.

How do you promote the product or service and stimulate interest and support? Through: Public Relations – below:

Public Relations

the climate in which any organisation operates and the attitudes that people have towards it. Librarians need to convey to users and potential users an image that not only results in a positive attitude but also a positive action.

Branding—a brand is an image with added value. It communicates personality. A brand is the name, sign, symbol, design or combination of these that is used to identify a good or service and distinguish it from its competitors

Advertising and publicity direct individual users to the specific products that meet their needs.

Publicity is to make something known through different media or actions.

Advertising is a non-personal form of publicity or communication through various media, the use of which space or time has to be paid for by an identified entity to create awareness of, interest in and desire to possess or use the product or service.

Advocacy (or more familiarly lobbying) is a recent form of promotion—pleading for a cause—advocating for changes in policies and laws—more specifically pleading for greater support to get more money.

There is a need to co-ordinate all promotional elements available to be effective because each of these activities has a different focus.

Librarians who know their product and who communicate easily have in practically every human contact an opportunity to promote not only the library but also a specific resource.

Transparency 6

Knowing your community: a self-administered checklist

1. List the ways and techniques you can use to find out about your community.
2. General characteristics—what are they?
 - Economic—wealthy, poor, sub-economic
 - Religion—denominations, other
 - Social—skilled, managers, labourers, gangs
 - Cultural
 - Political—parties, allegiances
3. Neighbourhoods with special characteristics—what are they?
4. What official offices are present and where?
5. What public utilities are available—water, electricity, telephone?
6. What health care facilities are available—hospitals, clinics, district nurses?
7. What are the communication media? (You can include town gossips if they play a major role!)
 - Printed—newspapers, notice boards, flyers, posters, newsletters
 - Audio/visual—radio/TV
 - Internet cafes
 - People—social clubs, churches, clinics
(How do you personally keep informed of happenings and events in your community?)
8. Economic/commercial /industrial activities
 - What are dominant types of businesses and industries (if any) in the area?

- What are the major means of livelihood?
- Where do most people work i.e. do they have to go outside the area/country?
- What, roughly, are the proportions of skilled/unskilled/clerical/managerial/professional groups?
- Where do most people shop?

9. Unemployment

- What is the level of unemployment?
- Who is unemployed?
- What do the unemployed do?
- Where do they spend their time?

10. What and where are the recreation and entertainment facilities in the community?

11. What groups and organisations are there in your area?

12. Educational levels—what is the degree of literacy?

13. Educational facilities—do you have a list?

14. Who are the opinion leaders in your community?

15. Transport facilities—public/private

Have you any more questions to add?

Transparency 7

Knowing your library users and non-users

1. Library users

- Age, sex, language, groups?
- Where do they live?
- When do they use the library—and why?

2. Non library users—who does not use the library and why?

3. Library needs—perceived, actual, hypothetical

- How do you find out general information needs of the community?
- How do you find out specific information needs?
- How do you find out what information needs are being met?
- How do you find out what information needs are being met by other sources?
- What are the other needs being met by the library?

4. With whom and what is your library competing?

5. How might you check on your answers?

6. What reference tools containing information about your community do you have in your library?

Transparency 8

Marketing library services to management:

a self-administered questionnaire

As practising librarians and information workers most of you are already actively marketing your services to management—although not necessarily in a conscious manner. The following set of questions has been designed to enable you to assess for yourselves the extent to which what you are already doing is actually marketing.

There are no right or wrong answers—this exercise is primarily for your own reflection and insight to make you critically aware of what you are doing and to help you develop an approach to and a perspective on marketing.

1. What do you understand by marketing?
2. Why does your organisation or company exist?
 - Who are its competitors?
 - What is the structure of your organisation or company?
 - What are the different levels of management?
 - Where are you situated in the organisational structure?
 - What is your relationship to other departments/sections in the organisation?
3. What services (products) are you actually offering to your organisation?
 - Does your organisation need your services?
 - Does your organisation or company need its own information services?
4. What does management expect of you? How do you find out?

- What services do the various levels of management need? Top management (those who make strategic decisions)? Line management? Support services management?
 - How do you identify and gather information on these needs?
 - In terms of what is expected of you and what you can do, what services could you be providing that you are not providing currently?
 - In the same way, what services are you providing that you should not be providing?
5. Have you ever considered or measured the quality, quantity and effectiveness of your services? How?
- Have you ever done a cost benefit analysis of your services? How?
 - With whom and with what are you competing for management's attention, time and money?
 - How do you compare with other providers of the same or similar service?
6. How available are your services to management?
7. How accessible are your services to management?
8. Who makes decisions regarding the library?
- To whom do you report?
 - Who is/are the most powerful formal opinion leader(s) affecting your library?
 - Who is/are the most powerful informal opinion leader(s) affecting your library?
9. What are the formal channels of communication?
- What are the informal channels of communication?
 - What are the media of communication in your organisation?
 - How do you communicate with your immediate manager?

- How do you communicate with top management?
- How do you publicise to management at all levels what you have done and what you can do?
- In what extramural activities of your organisation are you involved?

10. How do you measure the success of your marketing efforts?

11. What do you think are the ideal personal qualities and characteristics required for the successful marketing of your library services?

- To what extent do you personally measure to these ideals?
- Where do you fall short?

12. Do you see any merit in pursuing the line of investigation embodied in this exercise?

- If not, why not?
- If yes, how would you continue?

Congratulations

You have just completed a basic exercise—examining what you are currently doing! This is the first and most crucial step in the marketing process.

Transparency 9

The process of communication

Five basic elements:

- The communicator who wishes to send the message.
- The message itself.
- The medium through which the message is physically conveyed.
- The destination: the individual or group for whom the message is intended.
- The feedback or reaction by which one knows whether the message was successfully received and understood.

Transparency 10

Media of communication

Internal

- Personal contact: direct oral communication— feedback potentially the greatest, especially when face-to-face.
- Personal contact: direct written communication— memos, letters, notes, email.
- Meetings
- Notice board
- Newsletters/house magazines (These should be two way, professional, regular, informative and entertaining).
- Group email/circulars
- Annual report
- Handouts/guides for new staff

External

Oral

- Person to person—either individual (but remember limited time/availability) or group (remember concept of “publics”).
- Visits/Tours—when requested or by invitation.

Print media/DTP

- Publications such as:
 - General guides/handouts on specific topics
 - Booklists/bibliographies
 - Newsletters
 - Annual reports

Remember the importance of distribution!

Mass media

- Press releases, articles, interviews (not necessarily an insider) for use in/on:
 - Newspapers
 - Journals/house magazines

Radio & TV
Film & video
Internet-websites

Special events/Public Relations techniques

- Official openings, exhibitions and displays (permanent and mobile), events
- Outreach activities
- Friends of the library
- Give-aways—generate goodwill rather than attract new users

The performing and visual arts

- Provide creative artists with a forum to express themselves, exhibit or perform. This creates another medium of communication.

Transparency 11

Non-verbal communication

- Staff:
 dress standards/badges/uniforms
- Body language:
 attitude/expression/posture/movements
- Library buildings:
 condition of building, tidiness, surroundings
- Furniture
- Equipment
- Condition of stock/neatness/order
- Notice boards/signs
- Vehicles

Transparency 12

The benefits of reading for children (the Product)

- Reading is a basic skill that impacts on a child's development.
- It increases technical ability (reading competency).
- It develops language skills—vocabulary heard in conversation is reinforced when read in books.
- Rereading helps children internalise new vocabulary and language structures.
- Reading improves comprehension and communication skills.
- The print medium lets the reader to return to sections not understood, thus allowing complex arguments to be presented.
- Reading stimulates imagination and curiosity.
- It provides information, complementing what is learnt at school. It is a resource for teachers.
- It provides for children's emotional needs in terms of an escape from reality. It provides resources to cope with problems by providing solutions and the opportunity to learn about similar experiences.
- It reinforces the child's own language, culture and environment.
- It broadens children's horizons by exposing them to other experiences, opinions, cultures, and peoples.
- It encourages the independent thinking required by democratic societies.

Transparency 13

Promoting library services to children by reaching out to various publics

- The children themselves
- Parents and close relatives
- Teachers
- Librarians
- Suppliers such as writers, publishers and booksellers
- Authorities (through lobbying)
- NGOs
- Donors and potential donors

Transparency 14

Library services to young adults

- Who are our users or potential users—our primary market?
- What are their characteristics?
- What are their needs, and how do we find them out?
- What can the library provide?
- What are we actually providing?
- Who are the other stakeholders?
- How do we market library services to them? (exchange relationship)
- With whom can we establish partnerships?
- What do we actually promote? What methods do we use?

Transparency 15

Library service to people with physical disabilities

- What are the specific needs of people with disabilities?
- Mobility—what does this mean?
- Accessibility—what does this mean?
- Culture of volunteerism
- Library material: content and format
- Other services provided—Adult Basic Education and Training support
- Attitude of library staff
- What is currently available?
- Who are the stakeholders?
- Who needs to be directly involved?
- In exchange for what?
- In exchange for what? Joint initiatives/partnerships

Transparency 16

Library services to Adult Basic Education and Training

- What do you understand by illiteracy?
- How do you understand the relationship between literacy and ABET?
- What needs in your community have you established and how?
- What are you actually doing to advance literacy?
- How do you set about being more proactive
- Identify the shareholders:
 - The National Library
 - Librarians
 - Library associations
 - Learners and their families
 - Teachers
 - Department of Education
 - Politicians and other policy makers
 - Employers—public service, corporate or private
 - Literacy and ABET providers (NGOs)
 - Publishers
 - Writers
 - Booksellers
 - The media
 - Social Welfare authorities (all levels)
 - Economic development authorities (all levels)
- Local community, for example optometrists
- Volunteers with ABET skills
- How do you market literacy and Adult Basic Education and Training to them? (Exchange

relationship)

- Partnerships/sponsorships–Corporate Social Responsibility (Remember the three levels–local business, medium-sized business, and large corporations, both national and international)
- Business plan/grant proposal
- How do you evaluate your results?

