

## III. ACTION ON PROMOTION

**Getting the message out there in the right place  
at the right time with the right words**

This section addresses issues and needs such as:

- Strategies and action to make your staff and users more aware of the value of e-resources
- Clarifying who the promotion is aimed at and what you expect to gain
- How to tailor messages to perceived user needs
- Where to disseminate your promotional material
- Getting staff on board with constructive promotion
- Determining how well your initiatives are working.

Don't put energy into promotion unless confident that your access is working well. Promoting products that have barriers to ready use may provoke dissatisfaction in staff and users. It shouldn't be used to get around poor service.

Review material from your 'health check' (s.I) if applicable, then work through the following sections or go to the issue of immediate need. While the core of the activities in this unit are promotional, they can be better directed through some initial broader thinking on the overall marketing objectives. This is the focus of the first two sections.

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## Marketing Strategy

### Getting your 'marketing mix' clear and focussed

This section addresses needs and issues such as:

- Establishing clearly what you expect to gain from the promotion
- Identifying a strategy to pitch to others if required.

Promotion will be less then effective if you don't have a good grasp on why exactly you are doing it. Without this understanding efforts may be poorly directed and lack user appeal.

### ACTION

A brief 'strategy' discussion with interested staff on what you expect to achieve though promotion will help focus actions. Consider the following the broad options:

- **Intensify current use**  
Get higher use of the e-resources from those groups that are currently aware of and/or use them
- **Grow the range of users**  
Promote use to existing user who are not currently aware of their value
- **Grow the library's reach by generating new users**  
Promote the e-resources to groups who do not currently use the library but are likely to have interest in the service
- **Grow use through service development**  
Create new services from the e-resources (eg. current awareness) that could both intensify use and attract new users.

#### NOTE

While each of these strategies may well require similar development processes, the messages, language and distribution channels can be quite distinct.

Decide which is the most feasible and likely to provide the most gain. You can adopt more than one strategy but if so, it may be better to stage such actions so as to minimise confusion and workload.

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### Resources

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Library Success.org wiki / Marketing Plans [samples of] :  
[http://www.libsuccess.org/index.php?title=Marketing#Marketing\\_Plans](http://www.libsuccess.org/index.php?title=Marketing#Marketing_Plans)



University of Florida Library [a simple] marketing plan:

[http://web.uflib.ufl.edu/committees/marketing/documents/LibraryMarketingPlan2006-07\\_2\\_.pdf](http://web.uflib.ufl.edu/committees/marketing/documents/LibraryMarketingPlan2006-07_2_.pdf)

ProQuest library marketing toolkits -

Public: <http://www.proquest.co.uk/assets/downloads/corporate/HowTo.pdf>

Academic: [http://www.proquest.co.uk/assets/downloads/corporate/HowTo\\_acad.pdf](http://www.proquest.co.uk/assets/downloads/corporate/HowTo_acad.pdf)

Special: [http://www.proquest.co.uk/assets/downloads/corporate/visible\\_corporatelibrary.pdf](http://www.proquest.co.uk/assets/downloads/corporate/visible_corporatelibrary.pdf)

Ohio Library Council *Library Marketing* modules : <http://www.olc.org/marketing/>

Williams, L. Making "E" visible: ...we need to revolutionize how electronic resources are promoted.  
*Library Journal*, June 15, 2006:

<http://www.libraryjournal.com/article/CA6341888.html?q=&q=&q=%22making+e+visible%22>

The 'M' Word - Marketing Libraries [blog of ideas and trends]:

<http://themwordblog.blogspot.com/search?>

Crawford, W. Lyrasis. Library Leadership Network. *The Storied Library* [the power of marketing stories ]: [http://pln.palinet.org/wiki/index.php/The\\_storied\\_library](http://pln.palinet.org/wiki/index.php/The_storied_library)

*Marketing Birmingham Public Libray's Digital Collections*. Slideshare presentation, 2007 :

<http://www.slideshare.net/BirminghamPublicLibrary/marketing-birmingham-public-libraris-digital-collections>

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## Define the Target Markets

Getting clear about who will use the e-resources and how

This section addresses issues such as:

- Identifying the different categories of existing or potential users likely to find value in your e-resources
- Understanding the likely needs and patterns of use for categories of users.

Having determined (previous section) your broad marketing strategy you then need to identify the categories of users to target and develop a clear idea of their information needs. In effect you 'segment' the potential market. One size rarely fits all when it comes to promotion.

### ACTION

#### Determine User Categories

- Discuss, describe and compile a list of the major categories of users ( the 'market segments') that would be expected to find value in the e-resources. Each library sector will approach this from different perspectives. Public libraries may focus on demographic (secondary student, mothers, seniors etc) or geographic (in-library vs. remote, town vs. rural...) factors. Special libraries might deploy use or role based differentiation ('power', project, area, policy, news monitoring...). All libraries could consider grouping by the perceived benefit derived from access and use (education, personal or professional development...).

#### Develop User Profiles

- Develop user profiles for each of your customer segments/groups. These can be a short outline of key characteristics and information needs or written up as a 'persona'. Consider the examples of public or special library profiles (see boxes, next page) and then work up your own.
- Your first (and most critical) user group may well be library staff if they are weak users. They are the prime interpreters of the resources to your users and should be promoting and/or using them on confidently on the users behalf.

#### NOTE

The key to developing profiles is to focus on the real, functional benefits of the access to the e-resources content eg. how critical they are to the profiled group, where they fit compared to other information sources, how often the user might depend on them. You may need to provide examples of content to users to get a clear fix on this. Don't just assume or exaggerate the value as this may create a distorted message.

#### Identify Potential Benefits

- Determine the prime e-resources content and the potential benefits of access to it for each group. List how such benefits might compare with other potential sources of information (if available) eg. in regard to cost, immediacy etc? Ask how the e-resources will help them achieve what they need for their role and/or interests?



- These listed benefits are your 'value propositions' for each customer segment. They will provide the base for development of effective promotional messages and deciding where best to deploy them.

### USER GROUP PROFILE / SPECIAL LIBRARY

#### Segment/Group: Policy Analyst

**Typical use:** information demands/needs vary from week to week. Intensive in pursuit of information. Often looking to confirm or rebut arguments surrounding policy issues.

**Information Interest/Objectives:** research based or interpretive reports on the development, implications, effects of, or evaluation of policy in.... Needs assurance that key material has not been missed.

**Information Behaviour:** prefers to personally access, search for and evaluate material but calls on library support when unsuccessful or can't access full-text. Spread of search capability and confidence within group. Seldom appear to use guides or help screens.

**Frustrations (known, assumed):** lack of resources in...; difficulties in selection of appropriate e-resource; dislikes the variations in x...resource interfaces ('why can't they be like Google?').

### A 'PERSONA' / PUBLIC LIBRARY

#### Segment/Group: Seniors

**Use:** 'Jack' is a retired engineer who keeps an active interest in his former field of work as well as personal interests in wind power, travel and periodic health issues that arise in his family. A frequent user of the library and is aware from our brochures that the e-resources hold a range of material not available elsewhere. He is however a reluctant, last resort user as he prefers to use magazines or book resources where they meet his need.

**Issues:** While Jack understands professional and academic literature he finds it challenging to grasp the structures online. Has difficulty determining which e-resource he should be using for many topics. While good at choosing search terms and evaluating results, he does not have strong digital skills and is frequently frustrated attempting to access and navigate the e-resources. He doesn't like to use them from home, preferring to come to the library where staff assistance is available. Needs clearer guidance as to what's in them, how to select them and coaching in basic search strategies.

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## Resources

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Cunningham, H. Designing a web site for one imaginary persona that reflects the needs of many. *Computers in Libraries*, 25(9): Oct2005, :

<http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=18371564&site=ehost-live>

Maness, J. M. et al. Using Personas to understand the needs and goals of institutional repository users. *D-Lib Magazine* 14(9/10), Sep-Oct 2008. :

<http://www.dlib.org/dlib/september08/maness/09maness.html>

Turner, A. et al. Virtual but visible: developing a promotion strategy for an electronic library. *New Library World*. 105(7/8): 262 - , 2004 [available in *Emerald Insight*]

McCrindle Research. *Seriously Cool: Marketing & Communicating with the Diverse Generations*, 2006 : [http://www.mccrindle.com.au/wp\\_pdf/SeriouslyCool.pdf](http://www.mccrindle.com.au/wp_pdf/SeriouslyCool.pdf)

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## Messages & Channels

### Sorting what you need to say and how and where to distribute it

This section addresses issues and needs such as:

- Promotional approaches that targeted users will best respond to
- Creating pertinent and persuasive messages for users
- Deciding the preferred mode of promotion(s) and where the users are best exposed to them.

The real development of promotional material can now start.

The essential action is to create targeted messages rather than ones so general that they lack personal or recognisable appeal. One message will seldom work for all.

### ACTION

#### Where/What/How?

Consider in turn the following questions for your targeted groups:

1. What areas of the library or website are they likely to frequent (New books? Teens? Magazines? New resources? Current Projects?...)
2. What is the form of message they are most likely to respond to (Example-based? Descriptive? Splashy and zany? Short and business like? Story based?...)
3. What mode of communication they would prefer (Face-to face? Flyers or bookmarks? Electronic newsletters? Posters? Email? Intranet alerts?).

You may of course decide on multiples modes and channels for any one group. Ideas for placement include:

- Book/magazine stacks – put up shelf ticklers, small posters or postcards advising of e-resources that relate to that specific topic or area (eg. health, science, art... 'for more/current articles on...ask about our...').
- Research/subject guides (print and/or website) - describe the e-resources within the context of other information sources on a topic, conveying their comparative benefits (currency, scope, immediacy etc...) .
- Bookmarks - present an example of a need met on the front and how to access the resource on the reverse.
- Staff picks' cards for an e-resource for a specific interest - a personal touch suggesting that 'if you're into/need... then try...'.  
**NOTE**  
If you view library staff as one of your key promotional channels refer to the *Educate Staff* section.



- Intranet/Website page - work up short examples of known successful use of e-resources and rotate them in a prominent spot eg. for homework use on your teen Web page; in a Special library on an Intranet Project page.
- Workshops/demonstrations - present the value of e-resources through example. Develop and schedule; label them whatever is most likely to appeal to the user group.
- Newsletters/blogs - periodically insert pieces about new or relevant e-resources in any available library or institutional organ for communicating to users and/or staff. The most effective strategy is to tie them in with topical developments, curriculum needs, or in-library or local events.

**NOTE****Get Your Sequence Right!**

In any promotion address first the value question of why they should use them before the second, more functional issues of how to use them and/or fears such as 'they're too difficult to use!'

The 'why' message needs to convey relevance and the quality of the content. Don't mix it up with trying to educate how to use it (except implicitly in examples) or you'll risk losing converts. Conflating the two can result in a confused understanding of the why and how. Ensure the 'why' is accepted first.

See also *s. II Access-Discovery* for related ideas and *s. II Access-Presentation* for guidelines on presentation of e-resources within web pages.

### Effective Messages

Now develop the messages to be conveyed in your various promotions. Make sure they are:

1. of appropriate length for the medium
2. specific and derived from an understood need
3. personal and in the language of the targeted audience.

The focus should be on conveying value, what can be done, what can be got from e-resources - not their functionality, size, or branding. Focussing on specific groups rather than all users will make it easier to create messages that are both informative and persuasive. Start from your understanding of user information needs and relate those to how the e-resources can meet those needs with concrete examples:

- Don't describe the resources as 'having thousands of authoritative journals on medical topics' - better something like 'trusted information at all levels on health concerns that you or your family might face'
- Not 'full-text articles from hundreds of history journals' - rather 'Great for history assignments on wars, disasters, civil rights and other topics where you have to do some solid research'
- Not 'a database of thousands of international and NZ newspapers' - but more specifically 'full access to the Press, NZ Herald and other key NZ newspapers as well as respected international papers from the Melbourne Age to the New York Times.'
- 'Need a good range of sources for (specific need...)?, try...'
- Avoid the list approach of '115,000 recommended titles, more than 62,500 plot summaries, and awards information from 561 awards' - and emphasise the personal gains: 'Uncover new reading adventures, find long-remembered favourites, and discover award-winning novels'.

In essence move the focus away from promoting the library or its resources to that of the user's interest.



- Another powerful way to convey an idea of relevance is to use **stories**. Take the personas/profiles developed in the *Define Target Markets* section and create a series of small 'stories' (case studies, 'vignettes') that convey the successful use of an e-resource for a specific need. Alternatively ask staff to recall examples of successful use to stimulate ideas for stories. Once a scenario has been described it can be 'repurposed' for different media or contexts. A public library example:

**A FULL 'STORY'**  
use in brochures, newsletters, training sessions...

*Is it the Dog?*

Amanda, 36, part-time accountant and mother of Jake aged 7.

Amanda has noted that Jake's asthma had become much worse over recent months. A friend had suggested it could be related to the Golden Setter they got for his birthday last summer. She checked it out on the Web and sure enough there were lots of health and pet sites indicating this could be a factor but it was all pretty vague and contradictory and Amanda felt she needed something that presented real research on the issue. She talked it over with a friend who offered to search for her on the libraries' online health reference resources. This turned up current research and informed opinion in popular medical journals that confirmed there was evidence of dogs affecting children's asthma, but also ways to minimize it. Armed with a couple of key articles she's off to discuss it with her doctor.

*Are they as good as they say?*

Russell, 41, mechanic and a converted greenie, is keen to reduce his carbon footprint.

His partner has suggested the first thing he should do to make a difference is trade in his loved but aging Holden for a hybrid car. Russell is unsure – are hybrids as good for the environment as some claim? A bit of searching on the Web suggests all shades of opinion, but it seems just that – opinion. He asked for some research stuff on the issue at his local library and the librarian put him onto one of the huge online journal collections they now provide access to. There he got into the automotive engineering magazines and found something a lot more solid on which to base his decision.

**A 'HIGHLIGHTS' VERSION**  
use in guides, flyers, reports, web pages...

Amanda has noted that son Jake's asthma had become much worse over recent months. We helped her search the libraries' online health reference resources and found current research and informed medical opinion that confirmed there was evidence their dog may be affecting the asthma. Armed with a couple of key articles she's off to discuss it with her doctor.

Russell is keen to reduce his carbon footprint and is thinking about trading in his loved but aging Holden for a hybrid car. He's not sure however if hybrids are as good for the environment as some claim and a Web search only confused him more. We put him onto one of our online journal collections where he could search automotive engineering magazines. He's now got something a lot more solid on which to base his decision.

**A 'TEASER' VERSION**  
use in bookmarks, posters, website leads...

Amanda found current, trustworthy information on her family's health concerns in..... Try it.

Russell found independent, well researched reports on the pros and cons of buying a hybrid car in ..... Check it out.



- Keep in mind the likely degree of confidence with the e-resources and technology for each group. Some may need messages that present it them as accessible and non-intimidating. Emphasising the benefit not the how, will assist this.
- Once the 'copy' is drafted give it to other staff to critique, rework and refine. While one person may have good writing skills a group are more likely to consider all angles, the best tone to adopt, pick up on inaccuracies etc.
- Review the accuracy and implied promises of your messages. If access processes are in reality more complex than implied, or the content doesn't equate with your (over)hyped description then you may set up users for potential disillusionment.

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## Resources

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### EXAMPLES & PRACTICE

A Successful Promotional Campaign: We Can't Keep Quiet About Our Electronic Resources. *Serials Librarian*, 2007, 53(3) : <http://www.haworthpress.com/Store/E-Text/ViewLibraryEText.asp?m=0&s=J123> [Note other articles of interest in this special issue on 'Marketing and promoting electronic resources']

Kenneway, M. Marketing the Library: using technology to increase visibility, impact and reader engagement *Serials* 20(20): 92-97, 2007 [Channels for Special Libraries]  
<http://uksg.metapress.com/app/home/content.asp?referrer=contribution&format=3&page=1&pagecount=6>

Cox, C. Hitting the Spot: Marketing Federated Searching Tools to Students and Faculty. *Serials Librarian*, 53(3): 147-164, 2007: <http://www.haworthpress.com/store/E-Text/ViewLibraryEText.asp?s=J123>

Metropolitan Library System. *Best practices for the customer-focused library* [helpful on design and location of collateral] :  
[http://www.webjunction.org/c/document\\_library/get\\_file?folderId=8052623&name=DLFE-1830002.pdf](http://www.webjunction.org/c/document_library/get_file?folderId=8052623&name=DLFE-1830002.pdf)

Taddeo, L. R U There? How to Reach a Virtual Audience Through Affordable Marketing Strategies. *Internet Reference Services Quarterly*, 13(2/3): 227-244, 2008. :  
<http://www.haworthpress.com/store/E-Text/ViewLibraryEText.asp?s=J136>

HigherEd BlogCon. *Using RSS to increase user awareness of e-resources in Academic libraries* :  
<http://www.higheredblogcon.com/index.php/using-rss-to-increase-user-awareness-of-e-resources-in-academic-libraries/>

Golderman, G. & Connolly, B. Infiltrating NetGen Cyberculture: Strategies for Engaging and Educating Students... *Serials Librarian*, 53(3): 165-182, 2007 :  
<http://www.haworthpress.com/store/E-Text/ViewLibraryEText.asp?s=J123>

OhioLink. *What's New* [example of needs based prompt to a resource] :  
<http://olc7.ohiolink.edu/whatsnew/archives/000127.html>

NJ State Library. *Using stories to market your library* [slide presentation]:  
<http://www.slideshare.net/ndowd/using-stories-to-market-your-library-presentation>



Henderson, K. Relationship marketing: Marketing strategies for digital library services *Library Review*. 54 (5/6): 342 - , 2005. [available in *Emerald Insight*]

Dartmouth College Library. *Usability Testing Reports* [examples of testing in practice]: <http://www.dartmouth.edu/~dlmg/UserAssessment/reports/>

OCLC Marketing Ideas : <http://www.oclc.org/netlibrary/marketingkit/marketingideas.htm>

INFOhio toolkit of promotional materials: <http://www.infohio.org/Parent/Toolkit.html>

Waitakere Libraries *E-resources* [sample brochure] : [http://www.waitakere.govt.nz/CnlSer/libs/pdf/eResources\\_brochure\\_may08.pdf](http://www.waitakere.govt.nz/CnlSer/libs/pdf/eResources_brochure_may08.pdf)

Tararua District Library Blog [blogging to promote EPIC resources ]: <http://tararualibrary.wordpress.com/category/online-research/>

For ideas from visual media search the ever-changing presentations freely available on: *YouTube*. Try searching on 'marketing' + keywords of interest: libraries, digital, services, ... : <http://www.youtube.com/>

and

*Slideshare*. Try searching on 'marketing' + keywords of interest: libraries, databases, information services, ... : <http://www.slideshare.net/>

See also examples of presentation of e-resources within library web pages in the **Resources, Access-Presentation** section.

#### VENDOR PROMOTIONAL MATERIAL

EBSCO: [http://support.ebsco.com/customer\\_success/promo.php?market=pub](http://support.ebsco.com/customer_success/promo.php?market=pub)

Gale: <http://www.gale.cengage.com/power/marketing/>

Oxford Online: <http://www.oup.com/online/librarians/#publicity>

ProQuest: <http://www.proquest.co.uk/en-UK/utilities/toolkits/tk-public.shtml>

Britannica Online: <http://edu.britannica.co.nz/training/index.html>

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## Get the Look & Feel Consistent

### Developing a coherent message and consistent branding for e-resources

This section addresses issues and needs such as:

- Assessing whether your promotional materials are a coherent package
- Ensuring you have a recognisable library style/brand.
- Making the key message(s) clear and consistent.

It's easy to find yourself with a range of promotional concepts, tools and materials that are sound in themselves but, because they lack consistency, result in confusion of message(s). A consistent look, language and labelling presents a more readily perceptible and professional message to users.

Each piece of 'collateral' should have a clear aim implicit in its design – is it's primary purpose intended to be creating awareness? directional? a guide to use? Its best not to try to cover all of these – aim to get across one key thing, not many.

### ACTION

Draw from the following:

- If your 'health check' suggested your existing promotional or explanatory material is varying in style, quality, labelling or description then set up a small, creative group to impose a common look and message for existing and planned new resources.
- Consistent layouts and styles may be used for different target groups – vary only context and clear identifiers like indicative images. One way to ensure consistency is to draw up (through consensus!) and distribute 'brand guidelines' (see **Resources** for examples). In larger libraries these could be part of a promotions manual; in smaller, a one-pager on what to use may be sufficient (logos, font, colours, materials...). Your suite of material should be clearly related in look, labelling, presentation of content, writing style and terminology used.
- While the length, emphasis and depicted context of each kind of item (the 'collateral') may vary, the core message (of the content, value, use, relationship to need...) should not.
- Ask a range of staff and/or users to review drafts of all new material. Take account of their responses as what it conveys and whether it appeals and then redraft until it gets a consistent thumbs up. Poorly designed material is a turn off, may impede the message and certainly not cost-effective. Take account of a range of potential preferences – don't let one staff member impose their design ethic if at odds with likely user perceptions or tastes.



- Get professional input and/or production on the design side if you can afford it. If not (shamelessly) borrow examples from other libraries or any service organisation. Many government agencies provide good models these days – evaluate the government reports and brochures on your library shelves.

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## Resources

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Consider the design approach (not the content) of material produced by database vendors (see the previous *Develop Messages & Channels Resources* section) or that of a few libraries:

People's Network (UK) Brand Guidelines:

[http://www.peoplesnetwork.gov.uk/staff/documents/PN\\_brand\\_toolkit.pdf](http://www.peoplesnetwork.gov.uk/staff/documents/PN_brand_toolkit.pdf)

Christchurch City Libraries collateral: <http://christchurchcitylibraries.com/Bibliofile/Marketing.asp>

Minnesota Library Information Network brochure + bookmark :

<http://www.minitex.umn.edu/mnlink/promote/>

Library of Michigan *eLibrary*:

<http://www.bl.uk/reshelp/atyourdesk/docsupply/help/resources/brochures/bldplus/2238bldirectplusleaf1eta4.pdf> and: [http://www.michigan.gov/documents/hal/Im\\_MeL\\_Apple\\_267354\\_7.pdf](http://www.michigan.gov/documents/hal/Im_MeL_Apple_267354_7.pdf)

UC Merced Library Faculty brochure:

[http://ucmercedlibrary.info/images/stories/pdf/faculty\\_brochure.pdf](http://ucmercedlibrary.info/images/stories/pdf/faculty_brochure.pdf)

British Library promotional brochures:

<http://www.bl.uk/reshelp/atyourdesk/docsupply/help/resources/brochures/bldplus/2238bldirectplusleaf1eta4.pdf> and:

<http://www.bl.uk/reshelp/atyourdesk/docsupply/help/resources/brochures/ttp2/2181ttp2a5flyer.pdf>

NetLibrary (OCLC) Promotional Materials: <https://www.oclc.org/netlibrary/marketingkit/default.htm>

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## Educate Staff

### Getting staff on board as your prime promoters

This section addresses issues and needs such as:

- Orientating staff to what e-resources are, and when to recommend them
- Getting the message about the value of e-resources across to all staff.

All staff that work on service desks need a basic awareness of the content and application of your e-resources. Not all have to know how to use them but should at minimum understand how e-resources might assist a range of expressed customer needs. They need to be coached and encouraged to pick up on such needs and direct users to reference staff if need be, hand out brochures, bookmarks etc. This requires basic orientation of staff to the service and the promotional collateral, and when and where it might be used.

Personal recommendation (well done) can be the most effective approach to conveying the value of e-resources, making connections that may not be evident to users

### ACTION

The most effective way to educate staff is to present exemplars of use - accounts of how e-resources made a difference or answered a need. Options for action include:

- Write up short descriptions of examples of e-resources use ('success' stories) for any library staff newsletter or commonly accessed Intranet page etc.
- Introduce the content of new e-resources 'collateral' to reference staff then consolidate it by getting each staff member (at a subsequent meeting) to present a short (practice) pitch to a user on the value or application of a specific resource - using a flyer, brochure, web page links etc as the main medium.
- Ask staff members not responsible for information/reference service but who need to be aware of the e-resources, to book a 5 min session with reference staff to be introduced to what is available through the e-resources. Using a topic of personal interest to the staff member in the demonstration will have greater impact.
- Present to a few help/circulation desk staff team meetings a 2 min account of how a specific e-resource was used to meet a customer request. This should include a short demo of how they accessed it and an example of the type of content found. A 'story' of use with examples of how to get it and what the products look like will convey far more than just words.
- Exploit any moments in team or management forums (even morning teas!) to recount stories of use and/or user expressions of satisfaction.



- If one team member shows a particular interest in any e-resources take them aside for a bit of additional coaching in content and application – even if it's for their personal interests. Their awareness, maybe even use of the resources, may well result in them acting as an informal promoter of them to the rest of their team.
- If you view staff as one of your key channels to promote e-resources to users then work up 'scripts' of key points of interpretation, reassurance, value etc that they can draw from to pitch their message to users as opportunities arise. While they can do it own their own words they should be competent in conveying a consistent message and not omitting key points.

**TIP**

Emphasise to staff not to oversell value or suggest e-resources have relevance for every information need - they don't! They can be one powerful option among others.

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## Resources

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Evans, J. Staff first. *Library Journal* Summer 2004 *netConnect* :

<http://www.libraryjournal.com/index.asp?layout=articlePrint&articleID=ca428131>

Boden, D. & Davis, L. Developing a marketing mindset. *CILIP Update Magazine*, Archive May 2006 :

<http://www.cilip.org.uk/publications/updatemagazine/archive/archive2006/may/bodenmay06.htm>

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## Evaluate Promotion

### Assessing the impact of your marketing initiatives

This section addresses issues and needs such as:

- Assessing whether your promotional efforts are having an effect
- Determining which actions or collateral are worth continuing, and which need rethinking.

Many libraries run promotional campaigns without any real evidence of whether they are achieving their aims – assuming any promotion must have some impact. To get full value from your efforts evaluation is required. Even a modest review can provide information, rather than assumptions, on how best to further develop your approach and collateral. And, collateral or initiatives that are proving to have little impact can be dropped with justification rather than suspicion.

### ACTION

If you have drawn up a marketing strategy and targeted segments as this kit suggests, then it will be straightforward to determine concrete objectives (eg. increase use by existing users...increased visits of e-resources web pages, increase requests for e-resources articles or instruction in using e-resources etc). All such objectives are directly measurable and can be used to assess the impact of your promotion. You will need to review usage statistics (see EPIC website for how if need be) and/or get access to track stats for your website pages.

### NOTE

If using usage statistics to measure objectives they should be assessed in the context of other constraining factors. If there are known access constraints for example, then obviously uptake is going to be limited no matter how good your promotion. And be sure you have clear baseline figures from which to assess any change over a period.

Other more qualitative measures could be derived from:

- Focus groups of staff and users - ask small groups if they have seen the messages? What they took from them? Whether it encouraged them to take any action? What they would prefer to see/do...?
- Critical incident reporting - encourage staff to forward any reports of user comment on awareness of e-resources or the promotional material and what they took them to be. While not statistically valid such comment can serve to indicate media, vehicle or message weaknesses.

