MARKETING PLAN

“THE FUTURE IS COMING”

The Future is Coming
What path will you take?

The library can help!
Sign up for a workshop today!

Greenwood Public Library
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EXECUTIVE SUMMARY

The Greenwood Public Library, located south of Indianapolis, Indiana, in Johnson County, is a small library serving a population of 52,652 residents, according to 2012 estimates from the US Census Bureau¹. The library’s slogan is “connect. experience. imagine.”, and its mission is to “bring people, information, and ideas together to enrich lives, promote discovery, and foster personal growth”. In spite of a possible shutdown in recent years, the library created a new space for teens to gather, and continued to provide service to patrons. Thankfully, efforts to keep the doors open have been successful as a result of community outreach, and new plans have been established.

In keeping with the themes addressed in the strategic plan, and the establishment of the new teen space, this campaign is designed to encourage teens in the community to come to the library for their information and social needs. With this “the future is coming” campaign, it is hoped that current patrons and new users will find programming focused on college and career preparation interesting and helpful, using this as a stepping stone towards other services the library has to offer.

THEORETICAL FOUNDATION

There are many sources to offer insight that will be helpful to this effort to market to teenage patrons. Holly Anderton, for example, discussed her efforts at the Carnegie Library of Pittsburgh-Main to promote STEM materials to teens. Through grants, the library was able to purchase and encourage exploration in the different STEM resources, and during the campaign, she discovered several key points to make an effective campaign. Offering ten different tips, several of her suggestions, including involving promotion to parents and teachers, community involvement, and inviting teen participation in the planning process\(^3\) will be utilized in this plan.

Laura Peowski Horn also presents some useful insights into strategies for marketing online. In her experience, she realized that promoting with purpose was a key ingredient to a successful campaign, and knowledge of how teens use different online resources was an important part of how information was going to make it to her audience. Using Facebook and updating the website to include teen-oriented items were a part of her foundation to market to teens. Another important aspect is the vital action of keeping all online efforts updated, including photographs of the library. Giving attention to detail and actively updating online outlets can influence how teens build opinions about people and services. Ultimately, the main idea is to be knowledgeable of different internet communication outlets, and use them to their full potential\(^4\).

In addition to these resources, Marketing and Public Information Coordinator, Connie Urquhart, of the Fresno County Public Library, provides useful information when

\(^3\) Anderton, H. (2012). “STEM, teens, and public libraries: It’s easier than you think”. *Young adult library services, 10*(2), pages 44-46.

marketing to teens. While marketing online is advantageous, Urquhart also points out the benefit of word-of-mouth marketing and building relationships among teens, describing the advantages of how teens often value information from peers over adults or organizations. She also stresses the importance of ensuring that claims made in advertising library services are fulfilled, not to mention that impeccable customer service should be a part of the package when it comes to marketing a library. While a catchy and enticing campaign may encourage teens to come to the library, if they feel cheated or lied to because the library did not meet expectations, it is likely they may not return. Another aspect she described was to be mindful of how the library should be perceived and to keep the campaign simple and consistent. Not only is it easier to maintain, but the impressions made on this segment can go a long way.

Using this information as a guide, the Greenwood Public Library will be using aspects from each resource to build this marketing campaign. Social media marketing will play an important role in the distribution of information, as well as building relationships with teens and making sure their voices are heard through involvement in the planning process. This campaign will also be designed with the idea that advertising does not stop once the teens participate in the program; instead, the campaign will follow through the program, building upon its success and learning from mistakes in order to potentially promote the next library venture.

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MARKET AUDIT AND RESEARCH

The themes discussed in analysis, environmental scanning, SWOT, and original data all point to the core of our mission and goals for our teen services at Greenwood Public Library. We want to provide the best service possible to our patrons, and through our research, we will be able to know what they want and how to give it to them.

Synthesizing all of the information we gather will help paint a picture that we will later compare to the data we receive following our campaign. As it stands, we want to increase our performance levels and attendance. There is so much for the library to offer to this age group, and it often seems like this segment is overlooked or categorized with children’s services in order to simplify matters, although teens approach the world with a different understanding than children. This research shows that much of the Greenwood population is not being reached, and the inclusion of SAT test scores demonstrates a discipline that the library can help the teens with in regards to offering resources for preparation.
ANALYSIS

Current census data indicates that about 27% of Greenwood’s population is of people eighteen and younger. While this is not a large amount of residents, it does indicate that more than a quarter of Greenwood’s population is made up of children and teens that have their own unique wants and needs. Using this information as a foundation, it is hopeful that a large portion of this segment would use the library’s services. In 2012, 97 teen programs were offered, with 1197 teens attending. This would indicate that for each program, an average of about 12 teens attended, although state school enrollment statistics indicate that there were approximately 1141 students enrolled at Greenwood High School in the past year, not to mention the number of students enrolled at the middle school and parochial schools in the Greenwood area as well. Using this data, and comparing it to the thriving children’s program and adult programs at the Greenwood Public Library, teen program attendance, while better than nothing, can be improved. With the new teen space, it is hoped that this area can become a haven for teens to relax, work on schoolwork, or participate in programs.

Promotional materials on the library website and in the library are used to advertise programs. The library also has a teen advisory board, and marketing also involves word-of-mouth distribution among participants. Although Greenwood is in Johnson County, it is not part of the Johnson County Public Library system. While the Greenwood Public Library is open to Greenwood

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residents, these residents may also elect to enroll in the Johnson County Library system; however, there is an enrollment fee. Greenwood is a part of the Evergreen system, so library resources can be more easily shared between libraries in the system, which includes the Indiana State Library. For all patrons, especially teens, this opportunity to share resources is beneficial due to the scope of materials that can be accessed. Informing Greenwood community members that their library membership can give them access to materials statewide is a big plus in terms of the value of using our library. This provision of resources can also benefit school statistics as well. Student test scores on the SAT as well as statewide tests are also indicators of areas the library can help achievement. On the most recent report from the Indiana Department of Education, of the 1,135 students enrolled in 2012, 67% took the SAT, with an average score of 974⁹. Knowing this information can influence how we can address promoting college preparatory resources to teens, and develop study kits and other resources to help them through the transition between high school and their future choices. Overall, it is desirable to increase the amount of teen attendance at library programs, and this data can be used to indicate the presence of teens in the Greenwood area and patron needs.

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Environmental Scan

Externally, there are many factors that affect the library. Recalling the budget deficit that nearly shut down the library, politically, there has been opposition and support from city and county politicians. In recent years, with the potential shutdown, the city did as much as it could to support the library, but it was necessary for Cheryl Dobbs, the new library director to cut the purse-strings and turn the library around. In other political areas, the City of Greenwood has expressed interest in revitalizing Old Town Greenwood, and has also begun projects to improve roads in the area, with steps towards a new interstate ramp at Worthsville Road, which is south of the library. While these improvements are necessary, some of the road improvements may cause reduced traffic near the library. Because of these changes in the community, it may be necessary to make preparations for added marketing and to be ready for the possibility of changes to the traffic flow in the area.

It is also important to know the financial and economic climate that has influenced the library. With the economic downturn in 2008, recovery has been stagnant. With so many people either unemployed or underemployed, this affects the amount of taxes that can be gathered from households and businesses. As homes in the area become foreclosed or placed in a status that reduces the property taxes, this results in less money for the city to allocate to services. Combine that with the reduction in donations due to financial hardship, and the reduction in funding begins to snowball. In relation to our campaign, teens are being encouraged to go to college to ensure a place in the working world when they graduate. Often, they have no idea how to apply or what options are available to them. While teens do receive counseling at their school, it is often
general information. In our campaign, we hope to invite teens to come to the library and learn how we can help.

Socially, the Greenwood area has seen a lot of growth. New housing developments and a growing international population have come to the area. While young families move to the area, it is a good idea for the library to be prepared to continue to supply excellent resources and programming, especially as young children who already use the library grow into teenagers, and later, adults.

Technologically, there has been an increase in the type of devices available on the market. As it stands, the library is making attempts to keep up with the demand for access to new technologies; however, with the drastic change to the budget, technological improvements are at a standstill until it is economically feasible to purchase new items.
SWOT

**Strengths**—The Greenwood Public Library is located next to Greenwood Middle School and within a mile of the high school. It is also located near two parks, nestled in a quiet corner of Old Town Greenwood. Because of its location, this makes the building easily accessible to patrons. The library also has a thriving children’s program, and the new teen space makes it easy for teen patrons to have their own part of the library to relax in and spend time reading, researching, or socializing with friends. Customer service is very good, and the atmosphere in the library is very welcoming and friendly. In reference to this campaign, one of the strengths of the program is the overall scope of the topics that will be covered.

**Weaknesses**—While teen services are very good, it seems that the programming is not entirely reaching its intended audience. It is possible that there is a barrier between the available programs and what teens in the Greenwood area want. While trying to avoid stereotypes, it does appear that many of the programs are geared toward the younger end of the teenage spectrum, especially 12-14 year-olds. Being aware of what older teens want can be helpful in designing programming.

**Opportunities**—The new teen space, located on the ground floor, just beyond the circulation desk is a prime opportunity for development. This area is sectioned off especially for teen patrons, and it gives them the opportunity to socialize without the fear of being “shushed” too much, since it is far enough away from the adult section and other quieter areas of the library. Another opportunity is the Teen Advisory Board, or TAB for short. This is a group run by teens who can
help decide what they want out of the library, with guidance from the teen services librarian. The program proposed in this document is also an opportunity to reach teens by addressing their concerns for the future. Also, this program can also be used as a marketing tool for programs in the future.

Threats—Time and money are the biggest threats to the success of this program. Besides school and homework, teens are also involved in after-school activities, sports, church, and other responsibilities. In addition to that, many have part-time jobs, social obligations, and family activities. Being able to express the value of this service will be essential in order to encourage teens to take time out of their busy schedule to attend programs. Marketing the library as convenient and aware of teen needs will be necessary to oppose this threat. Another disadvantage is money. The library has already drastically changed the budget in order to keep from closing, so programming needs to fit within a tight monetary constraint. Using available resources and encouraging community involvement will help this venture.
**Original Data**

Before and after the program, surveys and interviews will be conducted with members of the Teen Advisory Board, as well as with students at nearby schools. Teachers, school librarians, and guidance counselors will also be consulted for their input. Respondents will be selected randomly from each grade level, with minimal or no intrusion on the school schedule. Questions will focus on teen perceptions of the library as well as probing questions about their concerns and goals for the future. Sample questions include:

1. What do you like the most about the Greenwood Public Library?
2. What do you think we could do better at the library?
3. What is something you wish you could learn but can’t at home or at school?
4. What do you want to do after you graduate from high school?
5. How do you think you will be able to reach your goals in the future?
6. If you had a day all to yourself, what would you do? Why?

Following the interviews and surveys, we will use the data as a baseline to determine whether or not a program like “The Future is Coming” will be beneficial. Following the program, we will conduct similar interviews and surveys, specifically with attendees to determine if the program was worth conducting or not.
MARKET SEGMENTATION

Teenagers, as a market segment, are fickle by nature. They are in a comfortable, yet transitional stage of life, and they are very social. Because of their social needs, they are often influenced by their peers, although they also want to assert their own independence. They do not like to be patronized, and as they discover more about themselves, they want to satisfy their curiosity about their potential by trying new things. Using Anastasia Goodstein’s “What would Madison Avenue do?” article as a guide, teens are also adept at internet applications and can multitask. Teens have also been exposed to an “instant” society, where information is available within a matter of seconds. Teens also communicate through mobile devices, mostly by text messages, although they also use social networking sites like Facebook and Twitter. Another important aspect to take note of is that teens are often involved in many activities at school, and they may also have part-time jobs. Teens are also responsible for schoolwork, social obligations, and their role as part of a family.

SERVICE IDENTIFICATION

“The Future is Coming” should be an easily maintained service available for our teen patrons. Many of the resources that will be discussed are freely available online, and using materials already purchased for the library, as well as collaborative resources from schools and invited guests, the cost would be minimal. In a way, this campaign and workshop series would be considered a “cash cow”, as described in a BCG matrix, because of its low cost and high value to users. Appealing to the needs of teens in this way can also serve as a two-fold campaign, with the idea that if teens will attend this program, they can also see what is available to them from other, less school-oriented programs at our library.

MISSION

The Greenwood Public Library’s mission is to “bring people, information, and ideas together to enrich lives, promote discovery, and foster personal growth”.

GOALS

For this campaign, we would like to see:

1. Bringing people together through increased attendance at teen programs, especially in “The Future is Coming” workshops.

2. Personal growth through increased teen interest in career and college resources.
OBJECTIVES

Goal 1. Bringing people together through increased attendance at teen programs, especially in “The Future is Coming” workshops.

Objective 1: Sign up 20 teens for “The Future is Coming” workshops.

Objective 2: Encourage attendees to bring a friend through incentives.

To measure this goal, we will have teens register for programs and compare headcounts to registration numbers. To reach our goal of increasing attendance at teen programs, we will promote our programs through media that teens respond to, especially word-of-mouth and social media.

Goal 2. Personal growth through increased teen interest in career and college resources.

Objective 1: Have teens demonstrate how to apply for FAFSA and SAT testing.

Objective 2: Have teens demonstrate how to use online college and career resources available on the library website.

Objective 3: Increase college and career preparatory resource circulation by 20%.
**Actions and Strategy**

**Goal 1:** Bringing people together through increased attendance at teen programs, especially in “The Future is Coming” workshops.

**Product:** “The Future is Coming” workshops. These will be facilitated by volunteers from various career, college, and military organizations. Hands-on demonstrations will be available to participants.

**Price:** The cost of time and resources to volunteers and the cost of time to participants are major price factors. Volunteers will see the workshops as a marketing tool for their own organizations, and small gifts will be given to them at the close of the program. For the library, organizational time and the cost of the gifts are reflected in the price as well.

**Place:** Workshops will be held in the library. Marketing materials will be placed online, in house, and in schools and teen gathering places, like churches and community centers (with permission, of course). The library logo will be present on all marketing materials, as well as the program logo.

**Promotion:** Website updates, social media, and physical objects (posters, bookmarks, business cards, etc.)
Goal 2: Personal growth through increased teen interest in career and college resources.

Product: Career and college resources, i.e. SAT prep, links on the teen webpage to FAFSA and other sites.

Price: Circulation statistics and webpage analytics will determine the value of the resources.

Place: Displays in the teen room and in the main entry of the library will be used to showcase the different available resources with the program logo as the title/header for the display. Online, images of resources and the program logo will be present.

Promotion: QR codes and links to the library website will be on all marketing media with information about available resources. Other media will be distributed to schools, and the teen services librarian will work with school librarians to market the program as well.
**Timeline**

Several weeks will be needed in order to complete all the tasks necessary to promote this program. In the first couple weeks, we will meet with teens on the advisory board, in schools, and meet teachers and conduct surveys and interviews. Using data from these information-gathering sessions, we will contact various colleges, universities, trade schools, and community members to conduct sessions for 2-3 weeks. Once we have speakers and facilitators lined up, updates to the library website and social media applications will be made. At the same time, the Teen Services Librarian will travel to area schools to distribute flyers, bookmarks, and give announcements to spread the word about the program. Teen Advisory Board members will also participate in marketing by sharing information with friends and sharing information through texting and phone calls to friends, using a sort of “grapevine” effect. The program will run throughout March, to coincide with “March Madness”, which is a college basketball tournament. Since heightened awareness of colleges and universities will be present during this time, it makes sense to encourage teens to begin thinking about their future plans while such high attention is being focused on various educational institutions. For senior high school students, this program may be implemented too late for their needs if they have not begun the process of applying to college (the final date to submit the FAFSA form is usually the first or second week of March, depending on state and federal guidelines). Workshops will run through the month, with final surveys being conducted the week after the close of the program. The overall length of time to gather and analyze information, recruit volunteers, market the program, and conduct the workshops will take approximately two months.
BUDGET

In 2012, a little over $16,000 was allocated for supplies for the year for the library. Using that information, it is reasonable to assume that between internal and external services, and the other departments in the library, an approximate amount of $200-$500 may be given to the teen services department for this campaign. Thankfully, most of the workshop materials (pamphlets, paraphernalia, etc.) are mostly free, or will be the responsibility of the facilitators. A breakdown of the budget is as follows:

- Workshop materials (paper, pens, etc.): $25
- Marketing materials (posters, flyers, bookmarks, etc.): $125
- Refreshments: $100
- Volunteer gifts: $50
- Workshop educational resources: $0 (items are already present in the library or are free online)
- Prizes/incentives: $200 (some items will also come from voluntary donations)
- Total Estimated Budget: $500.00

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COMMUNICATION: THE MARKETING MIX

PROMOTION:

The overall idea behind the entire campaign is to give teen patrons resources they can use to move forward in their lives as they take on new responsibilities and graduate from high school. Promotional materials are consistent with the theme of travel, ambiguity, and making choices. Special incentives include pins for participants who bring a friend along on their “journey”. There will also be a raffle with entry tickets given at each program session. The more sessions participants attend, the more entries a person can get for a special prize.

In discovery workshops, facilitators from different venues will give participants opportunities to try careers using a hands-on approach. An example of this would be a session with representatives from a local salon and cosmetology school, where participants will get to try their hand at styling mannequin heads in order to understand the knowledge and artistry involved in being an aesthetician. In another session, military representatives can challenge participants in physical fitness tests and teamwork exercises to illustrate the benefits and requirements for joining the military. Other sessions will include an SAT prep activity, where participants will be quizzed on vocabulary and mathematics in order to help study for the SAT.
MESSAGE:

The central marketing message is that the library is here to help guide teens to resources they can use to help make future decisions regarding education and career choices. Following the TRAP guideline, the message clearly addresses each aspect of the model.

Timely—The message is designed to entice teens to act soon in order to take advantage of the programs available to them. Since each teen is in a different stage of their education, the inclination to prepare for the future may seem distant. Addressing ideas about future choices now will make decisions easier when the time comes.

Relevant—The message addresses a transition every teen must make when they finish high school and decide whether to continue study or begin a career.

Active—Participants will be able to know they will receive benefits from the message we send. Besides the overall help they will receive through the workshops, participants will be able to win a prize and earn a pin if they bring a friend.

Personal—in the logo, participants become a part of the message. The image presents a fork in the road, and the audience is “transported” to that particular place. Using the fork in the road as a metaphor for choices made in life illustrates the divergence of what was and what will be.
**BRANDING:**

Keeping with other brand aspects of other library programs for teens, the brand associated with this campaign must remain consistent with the rest of the library’s offerings.

1. The logo must be a square with rounded corners, unless it is being used on a circular medium, like a button.
2. The logo must have a white background.
3. Any images used in the logo must be centered and may not exceed 50% of the total space in the logo field.
4. The Greenwood Public Library logo must also be present in the image, centered, at the bottom.
5. Text must use “Courier New” font style, should be black, and should not exceed 50% of the image.
6. Colors that may be used with the logo are green, blue, black, and white, in keeping with the color scheme of the library’s logo.
PUBLIC RELATIONS:

Public relations strategies involved in this campaign are word-of-mouth marketing, social media, and elevator speeches.

Word-of-mouth marketing is a huge part of the public relations strategy mainly because of teen perceptions of adults and organizations. By hearing information from their peers, teens are more likely to accept ideas and try to fit in. Using the Teen Advisory Board as a starting point, we will recruit regular teen users of the library to spread the word to their friends and classmates. We will also contact teachers at the schools and use their familiarity with students as a tool to get our message across. Ultimately, it is hoped that this strategy will have a “grapevine” effect, reaching a large variety of constituents. Teens who are asked to share this information with friends will receive a set of business cards to distribute among their peers. They will also be given a special pin to wear to indicate that they have information on the program. They will each be coached by the teen services librarian, and given a list of key points in case their friends want to know more.

Social media also plays an important role. While maintaining a social presence can be time-consuming, it can reach a variety of users and ensure that correct information is being relayed. Social media is also helpful in assessing just how much a message is being communicated, especially since each “like” or comment is noted on the site.

Elevator speeches will be used on trips to the schools in the area, as time to promote the program is at the discretion of teachers and other staff in the schools. Key elements in this strategy will be focused on the more “fun” aspects of the program, like giveaways, games, and hands-on activities.
PUBLICITY:

Because this promotional campaign is operating on a limited budget, publicity items that can be created in-house will be of vital importance. Business cards and bookmarks can easily be printed on cardstock, and flyers can also be printed as well. In addition to paper goods, we will have buttons/pins made to indicate our word-of-mouth volunteers as well as library staff who are knowledgeable about the program. Additional publicity materials include pens and pencils, stress balls, and posters. Examples of a business card, bookmark, and flyer can be found in the appendix section of this document.
ADVERTISING:

For this campaign, the Greenwood Public Library uses a combination of advertising and sponsorship; however, sponsorship plays a more prominent role. While we will create video advertisements to be played at the area schools during announcements, this is essentially the full extent of our external advertising, with the exception of in-person visits. Since the program is built upon volunteers from colleges, universities, career centers, the military, and other sources, these sponsors are responsible for delivering a large amount of information. Because they are participating in the program, this gives them the opportunity to reach our patrons with information about their organizations, which is free advertising for them. Additionally, they will most likely bring their own promotional materials, which adds to the excitement for the attendees. Having institutional and career organizations sponsor the program through participation and donations helps mold the program in its entirety in a way that makes it whole. The library still remains at the center of the program, since sessions will be held on property, and the resources we want to showcase will be discussed in sessions along with the guest speaker’s activities and information.
ADVOCACY:

Ultimately, this marketing campaign is designed to support advocacy for the Greenwood Public Library. By creating programs and encouraging teens to come to the library, it is our goal to mold them into lifelong learners and users of the library. Our marketing strategies are meant to dispel myths about the library and create interest in services designed to help inform and enlighten our community. Knowing the hardship the library has faced in recent years, we want our patrons to have a positive opinion of what the library can do for the community. When opportunities arise for service, we hope our constituents will consider supporting the library when the need arises. We provide vital services for our users, and providing open access to everyone is at the core of our organization. We want to make people feel welcome, and we want our patrons to be able to learn and grow throughout life. This is why marketing our programs is so important. A strong marketing campaign can spread the word about our mission and our goals. It can influence the community to be aware of what we can do for them, and encourage city officials to protect the library and keep it as a vital resource for the community.
INTERNAL MARKETING

Before the project can get off the ground, library staff and stakeholders need to be aware of the plans and the goals of “The Future is Coming”. In order to prepare everyone, we will prepare a presentation that highlights the objectives and the delights of this workshop series. Staff members will receive data sheets that explain the program, and informational sessions will be held to answer questions. Input will be gathered, and there will be sessions to brainstorm and perfect the program with others during planning stages. Prior to the first workshop, there will also be an opportunity for staff and stakeholders to meet the various representatives and volunteers from invited organizations. This meeting will be helpful in finalizing plans, learning roles, and building camaraderie. Front desk personnel will be essential in directing guests and answering questions. As this is the case, these workers will be given detailed information about the programs, the sign-up process, and a contact list. During the program, staff will be encouraged to wear pins and promote similar resources to patrons in other categories. Emails and memos will be sent at regular intervals to keep everyone updated. There will also be a countdown calendar to build suspense and create excitement.
EVALUATION

At the core of the evaluative process is the notion of whether or not goals and objectives were met. In order to identify benchmarks, a variety of data gathering measures will be implemented. Quantitative information like enrollment, headcounts, and circulation will be gathered at each session. Sign-up sheets will indicate the level of interest, and headcounts will be used to verify whether or not those who signed up also attended. Qualitative information will be determined through observation and interviews. A neutral party will be invited to attend sessions, and they will be encouraged to record participant behaviors, as well as verbal and non-verbal communication, if possible. Interviews with facilitators will give their perspective as to their feelings about what worked and did not work in the program. Following the program, surveys will be sent to attendees. Questions on these surveys will include the number of sessions attended, Likert scales measuring satisfaction and willingness to attend other sessions or invite friends, and demographic data. Finally, a focus group will be conducted with members of the Teen Advisory Board and regular patrons.
Reflection

To make attempts to reach older teens on their level is a daunting task. Physically and psychologically, teenagers are in a constant state of change, and the need for independence and autonomy progresses into adulthood. Trying to find activities that are inexpensive and appealing to this group is difficult, especially when trying to decide how to create a program that is not gender-specific and appealing to a wide variety of backgrounds and tastes. Using life choices like careers and education as a platform for promotion is seemingly innovative in the sense that the library is attempting to reach out to patrons and address a need that is frightening and sometimes boring to teens. By encouraging sponsorship and the creation of activities that are fun and informative, this gives the library a golden opportunity to demonstrate how the free resources and space is essential to the community, and a place that should not be overlooked or used solely for “checking out books”. Additionally, one of the core elements of this campaign is the overwhelming responsibility given to teen patrons to market the program to peers. While other promotional aspects will be covered by adults, it is the teen involvement that will essentially make or break the success of the efforts put forth to promote this workshop series. Giving this type of responsibility creates ownership among teen participants, and it is hoped they will become advocates for the library as they grow older.
The Future is Coming
What path will you take?

The library can help!
Sign up for a workshop today!
I've chosen a path, have you?

The Future is Coming
BRACE YOURSELF

THE FUTURE IS COMING

QR Code:
The Future is Coming
What path will you take?

The library can help!
Sign up for a workshop today!

Scan the code for more information.
Career and Education Workshops for Teens, Starting in March!

♦ Bring a friend, earn a badge!
♦ Play “life size” Game of Life™
♦ SAT quiz tournament
♦ Beauty College Basics
♦ “Dirty Jobs” with John Doe
♦ College Countdown and March Madness
♦ Military Service: Do you have what it takes?

Games! Prizes!

Sign up today!

Greenwood Public Library
The Future is Coming.
Join me at the library in a new program about colleges and careers!
The Future is Coming
What path will you take?

The library can help!
Sign up for a workshop today!

Career and Education Workshops for Teens, Starting in March!

*Bring a friend, earn a badge

*Play "life size" Game of Life™

*Challenge friends in the SAT quiz tournament!

*Meet representatives from different schools and careers!

*Dive into hands-on activities:

*Beauty College Basics

*"Dirty Jobs" with John Doe

*College Countdown and March Madness

*Military Service:  Do you have what it takes?

*The more you come, the more chances you have to win AWESOME PRIZES!!!