Running Start: Career Services at the Hamilton East Public Library

Marketing Plan
Developed December 2014
Jessica Kelly

A Partnership Between

Hamilton East Public Library

WorkOne Indy
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Executive Summary – Hamilton East Public Library

Mission: To be our community’s essential connector to information and ideas

Vision: A Connected Library in a Connected Community

The Hamilton East Public Library (HEPL) serves the residents of Hamilton County within the Noblesville and Fishers city limits. The library consists of two full-service branches, serving over 87,000 residents (Hamilton East Public Library, 2013). The library’s collection exceeds 420,000 items and circulates almost 2.1 million items per year (Hamilton East Public Library, 2013). Annually, the branches host over 3,000 programs and serve almost 85,000 residents through them. Each location is fully staffed with adult and children librarians and paraprofessionals, circulation staff, technical services, facilities staff and administrative personnel.

Hamilton East Public Library is highly valued within its user base and the county residents. The library is supported by a community that pays adequate taxes to fund the collections, programming and staff, and is housed in a community that has high levels of literacy, support for, and use of the local library system. However, Hamilton County is a county with a number of polarizing characteristics that are not always noted. Some areas are home to residents that hold multiple advanced degrees with high salaries, while some areas of the county have up to 30% of its population holding only a high school diploma and struggling with unemployment, underemployment and economic hardship (Indiana Department of Workforce Development, 2014). With this degree of disparity among patrons, the Hamilton East Public Library administration believes that it is important to provide services for all residents.

New Service Proposal

The Hamilton East Public Library has staff that is trained to assist with basic elements of job search skills; however, the staff is not currently trained to provide the highest degree of support or consultation for career services. The Indiana Department of Workforce Development (DWD) has a direct service branch called "WorkOne" which is designed to provide job and career services, support and resources to Indiana residents. WorkOne is accessible to all Indiana residents, but strives to provide additional support to those who are unemployed and/or receiving some sort of benefit from the state.

Currently, WorkOne has an office located in mid-Fishers, which is fairly accessible to those who live with a few miles of its location. However, a lack of public transportation in Hamilton County makes this location prohibitive for some patrons who live in northern areas of the county and/or do not have a car, or access to rides. This lack of accessibility is prohibitive to residents in more northern parts of the county, and makes it challenging for those who are seeking jobs to access all the resources housed by WorkOne.

Hamilton East Public Library will establish a WorkOne presence in both the Fishers and Noblesville branches of the library, which will serve all residents of the county in accessible locations. Two afternoons and evenings per week, at each location, WorkOne staff will be on-site to conduct appointments with card-holders who wish to have assistance in career preparedness. Additionally, throughout the day, all card-holders will have access to the WorkOne’s online databases and resources, and the library’s robust
print and online job-searching collection. Both libraries have semi-private space that may be dedicated to a quiet workroom and office for WorkOne staff, and WorkOne administration is eager to have a presence in community libraries where they may reach additional community members who need assistance.

Developing these satellite locations, with full access to WorkOne’s resources, database and staff, will allow the library to continue to fulfill its mission and vision to be a connecting agent within Hamilton County. The following marketing plan will explore the steps that will be implemented by the library, with WorkOne as a partner, to ensure the successful implementation and continuation of this service.
**Theoretical Foundation**

Certainly, the idea of partnering job search resources, programs, and professionals with public libraries is not unique to Hamilton East Public Library. Below are some examples of libraries that have embraced this partnership and provide advanced career services at their libraries.

The [Hartford Public Library](#) was one of the main inspirations for the development of this service. The Hartford Public Library collaborates with CTWorks (comparable to WorkOne for Connecticut) to provide an on-site “one stop” center at the downtown library and provides career counseling, guidance and support to job seekers (Schwartz, Enis, & Warburton, 2012). The partnership with the governmental agency, which is a main source of contact for those who are unemployed and receiving state and/or federal benefits, has set a comprehensive and effective example for other libraries to emulate. The website promotes the services provided by CTWorks as well as the collections and services provided by the library, thereby creating a fully comprehensive career services and support center.

In New York, the [Brooklyn Public Library](#) has a relationship with the New York Department of Small Business Services which connects adults 18 and older with employment services. Candidates are connected through Workforce 1 Career Centers, which are partnerships between existing organizations and the government. The Workforce 1 Career Center is unique from the others on this list in that applicants set appointments to interview for positions through the center; however these centers also provide more traditional career services such as resume writing and review, interview skills, etc.

[Cuyahoga County Library](#) is an aspirational model for the library as this service is developed. Cuyahoga County Library has boasted a nationally recognized Adult Career Planning and Resource Center in their library since 1976. The library offers an online portal with access to a number of library and other resources, and the library provides appointments to work with partner career counselors, who are licensed in their fields (many of whom hold a Master’s in Education). Additionally, the center has a physical location where many of the online resources may be reviewed in-person, and the center hosts a number of in-person workshops throughout the year focusing on a variety of career and job-searching topics. These services are provided at no cost to library card holders.

The [Detroit Public Library](#) differs from the Hamilton East Public Library model in that they employ full-time library staff in their career centers to assist job seekers, rather than partnering with an outside agency to provide resources and support. However, the library provides very similar support and resources to those with a job center partnership, and their structure works successfully for the Detroit community.

In a 2009 article for *Public Library Quarterly*, authors Taylor et al. explored the growing integral relationship between libraries and the economic success of communities. After examining research about library’s relationships, the authors concluded that a strong relationship between libraries and other supportive government and community institutions resulted in economic growth and development (Taylor et al., 2009). The authors recommended that governments and communities “treat libraries as part of the larger economic development and employment infrastructure…and recognize libraries as part of the education infrastructure, particularly for those who are out of work and need competitive twenty-first-century skills” (Taylor et al., 2009). The authors make recommendations about streamlining
resources and establishing a shared mission and purpose with partners to best support those who need services the most. The combination of services and education that will be provided by this partnership between the Hamilton East Public Library and WorkOne will undoubtedly have a positive impact on Hamilton County.

Many communities, including Hamilton County, are experiencing a higher number of what experts refer to as “disconnected” community members – patrons who are often young, may not have even a high school level of education, and are falling between the gaps of school and social services agencies designed to assist adults. These patrons are usually library users, as it is the only place where they have access to things they need, such as Internet, computers, and pathways to social services. Degayansky describes the disconnected as “young, to be sure, but have adult needs, are often parents themselves, and have very real adult problems. Libraries can and should help them” (Degyansky, 2008). Due to their age and educational background, the “disconnected” may be unemployed or underemployed and need the library’s services to assist them in finding appropriate work and resources. Degyansky notes that,

“Librarians can also be key players in enhancing cross-system collaboration among city, county, state, and community agencies... many libraries provide job search services with special collections, designated staff, and special programming on job readiness. The library can be a hub for job announcements and host job fairs. Minimally, a library can prepare pathfinders and displays targeted to the needs of this group” (2008).

In many communities, including the more rural areas of Hamilton County, this disconnected population is increasing its reliance on the services and expertise that the library can offer. Partnering with WorkOne will assist the library’s ability to serve those needs.

The collaboration between Hamilton East Public Library and WorkOne is breaking ground for the Hamilton County community. With a shifting economy, and uncertain futures, “organizations need different models of operating in order to thrive in tough times...and models of partnerships and collaborations can help today’s organizations shift their viewpoints to find new ways of working and providing services” (Giesecke, 2012). While the idea for this partnership is not unique, it is unique to the community, and will require
Market Audit and Research

In order to understand the markets that the library serves, it is important to conduct a marketing audit of the internal and external characteristics of a community. A marketing audit consists of an overall review of an organization’s internal features, objectives and strategies, and external landscape, to create a plan that addresses the needs of a community and the gaps in the organizations’ services (Weingand, 1999). Examining each internal and external fact “provides a very complete assessment of the milieu in which the information agency has chosen to operate. With this in-depth, detailed data at its command, the agency’s administration will have adequate information for proactive planning and decision making” (Weingand, 1999). The below information provides a picture of the library, its communities, and its ability to adequately serve its patrons.

Community and User Analysis

In order to best focus marketing efforts, it is important to understand the composition of the library’s current users, and potential users, all within the framework of the community. Currently, the Hamilton East Public Library’s programming efforts focus on what has historically been perceived successful in the community. Book discussion groups, readers’ advisory, computer classes, children’s story time and activities, teen advisory boards, etc. have traditionally been well-received and are continued today, though the library will be implementing new evaluation techniques to better understand how programs and services are received.

Marketing has been limited to in-house promotion – that is, providing information within the library, on the website and social media pages. Very little has been done to promote activities outside of the library, which has been detrimental to growth or exposure to new audiences. However, with the new strategic plan (2015-2018) the library intends to embrace new, innovative approaches to programming, services and marketing.

The library’s objectives in the first year of the new strategic plan are broad and inquisitive – we want to know what is happening in the community, how we directly meet patrons’ needs, and where we can partner to best serve the community. Specific objectives for the Adult Services Departments include:

- Providing meaningful, patron-drive programs with measurable outcomes
- Increasing outreach to patrons to reach those who are unable to access the library
- Positioning the library as a relevant, innovative resource for all ages
- Find a “seat at the table” with other community organizations to ensure that the library has the opportunity to partner when appropriate.

A recent Pew Research Report, titled From Distant Admirers to Library Lovers – And Beyond (Zickuhr, Purcell, & Rainie, 2014) discusses national trends regarding library engagement and use. While informally assessing the library user population and greater community, staff believes that local trends reflect that which is discussed in the report. Zickuhr et al. break users into categories of engagement – high, medium, low and none – and discusses the traits of each type of user (2014). Please see Appendix A for a full description of each type of user.
Most notably, Hamilton East Public Library users fall into the categories of Library Lovers and Information Omnivores (high engagement, high use, positive experiences); Solid Centers (medium engagement, medium use, positive experiences); and Rooted and Roadblocked (low engagement and use due to circumstance; positive experiences). Patrons who find value in the library use it consistently and report positive interactions and feedback; those who have lower engagement levels have positive viewpoints of the library but various circumstances prevent their use (Zickuhr et al., 2014). Perhaps the most positive and telling statistic of this report, which is mirrored in Hamilton County, is that 72% of respondents strongly agreed that “public libraries play an important role in giving everyone a chance to succeed by providing access to materials and resources” (Pew, 2104). This overwhelming support for the library’s responsibility in creating a literate and successful community lend support to Hamilton County Public Library’s decision to create and fund this service for the community.

In order for this service, and others, to be a success, the library has identified three groups that should be targeted through marketing efforts. All of these groups are identified as those that may transition from lower levels of engagement to higher levels of engagement; have a current or potentially future need for this service; and maintain a positive perspective of the library and its value to the individual and community (Pew, 2014).

**Rooted and Roadblocked**

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<tr>
<th>Current Attributes</th>
<th>Potential Attributes</th>
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<td>Library users in this category have taken a hiatus from using the library due to negative circumstances in their lives (illness, job status change, disability, etc.) These users still maintain their memberships with the library but have been unable to use them. Those in this category have long-time relationships with their community and their library. Over 60% noted their positive view of the library, stating that closing the library would negatively impact the community.</td>
<td>If the library finds ways to reach these users, they will happily re-engage with the library. The library must find ways to participate in outreach that will assist these patrons, or provide services which have benefits that outweigh the challenge for coming to the library. In order to successfully market to these patrons, the library will have to partner with other organizations that serve the users to reach them in meaningful ways.</td>
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<td>Users in this category have very low rates of social media use and are uncomfortable with technology. The majority of respondents in this category are seniors/retirees; however, some are in the position of coming out of retirement to pursue jobs again because of fiscal hardships (death or illness of primary breadwinner, need for benefits).</td>
<td>The library has the unique opportunity to capitalize on the relationship with members of this group. Because they value the library and familiar with it, they may seek assistance there once they realize that they need to re-engage with the business world; the library must be ready to accept this challenge and have resources that this group can access and use.</td>
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(Zickuhr et al., 2014)

The greatest challenges (competitors) to engaging this group is transportation or access – those with disabilities or illness, or those serving as caregivers, may have limited ability or time to come to the library. The library must address this competition through directly conducting outreach these patrons or
partnering services with those that reach them, thereby allowing them access without the barrier of transportation.

Young and Restless

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<th>Current Attributes</th>
<th>Potential Attributes</th>
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<td>Though relatively small, this group contains a higher proportion of young people than most other groups. Only a third have a library card or visited a library in 12 months; only 15% know where the library is.</td>
<td>Creating programs and activities that are geared towards young adults and transitioning college graduates, combined with free services such as internet access, downloadable books, etc. will attract these users with the right marketing.</td>
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<td>This group is highly involved in technology – 82% regularly access the internet with a smartphone, computer or tablet</td>
<td>The library will need to highlight the technological aspects of the library and how the library can provide what would otherwise be costly to access otherwise.</td>
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<td>Over 1/3 of the individuals in this group are new to the community within a year; almost 40% are living in low-income, entry level households, though they possess higher levels of education.</td>
<td>As many of these residents are transitioning to the community, the library should position itself as a gathering/community center for these young users. Cultivating users early on in their independent adult lives will help to grow them into more engaged library users.</td>
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(Pew, 2014)

One of the greatest competitors for this group is the digital, online world. The majority of the potential patrons in this group have grown up with the Internet and seamless access to it – they may fail to see the value in working with the library and its partners on-site. The library will have to present its offerings as a value-added service with authority and expertise.

Distant Admirers

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<th>Current Attributes</th>
<th>Potential Attributes</th>
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<td>This group of non-users has the greatest potential for benefit when using the library. This group does not use the library, but is appreciative of its value and services to the community.</td>
<td>Almost half of the respondents in this group note that someone in their family is a library user, which makes the library a familiar place. The library must market its services and program as something that the distant admirer can find value and use in, and the library can encourage the distant admirer to begin using the library with their family member to make the encounter less intimidating.</td>
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<td>They are also more likely to have relatively lower levels of education (62% did not attend college) and household income - 42% live in households earning less than $30,000 a year (Zickuhr et al., 2014).</td>
<td>Users in this group may have less access to quality job-search resources. While many still work, they are often under-employed. These users have the potential to capitalize upon the resources and assistance provided by the library.</td>
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(Zickuhr et al., 2014)

Competition for this group stems from unfamiliarity, and competing priorities. As many work to support the family, they may feel as if they do not have time to access the library or its resources, or that they are
of an age when changing jobs/careers may not be reasonable. The library will have to work to make its materials and resources accessible to all, through means with which they are comfortable.

**Environmental Scan**

This PEST scan was done considering the addition of this specific program, as well as the general characteristics/changes of the two cities in which the library branches are located.

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<th>Political Factors</th>
<th>Economic Factors</th>
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<td>The two branches of the Hamilton East Public Library have different city governments. Fishers, Indiana, recently went through a transition from a town to a city, and elected the second mayor after the first one was not successful. The political climate is unstable in Fishers at this time. Noblesville government is traditionally structured more towards dependence on township trustees than the city council, and townships are easily divided over issues which can cause unrest in the city. The county as a whole is considering a referendum to be voted upon next year that will increase taxes for Fishers residents to government agencies. This is a highly contested vote and the city councils in both cities are currently silent regarding the issue. Hamilton County continues to need a form of public transportation to assist community members who cannot drive. The county is very suburban and spread out, and the library has many patrons who cannot drive because of illness, disability, finances or other factors. The county needs to consider providing this access so that all community members may access the library.</td>
<td>The annual unemployment rate in Hamilton County is 5.3% as of 2014; the state rate is currently around 7.5% (Stats Indiana, 2014). However, those unemployed are overwhelmingly those without secondary education degrees, which is keeping many from advancing in their respective trades. As mentioned before, Hamilton County is a polarized county. While it is consistently listed among one of the counties with the highest median incomes per family, there are also areas of the county that are highly rural, isolated, and have lower socio-economic standing than parts of Marion County (Stats Indiana, 2014). Therefore, the library must continue to serve all those in the county, as there is a population whose needs are not in the majority of the rest of the community.</td>
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<th>Social Factors</th>
<th>Technological Factors</th>
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<td>Hamilton County is becoming a hot-spot for retirees, who are moving here to be with their young families. This age bracket has grown rapidly. Many of these individuals are choosing to come out of retirement for “second careers” and need assistance in doing so. A large Hindi population is growing in Fishers, and the libraries are seeing an influx of middle-aged women who are pursuing a career for the first time, or finishing a GED/entering higher education. This population turns to the library to provide</td>
<td>The library has recently installed increased WiFi coverage to meet a growing need of people who bring in their laptops or handheld devices and access the internet in the library. The library is planning to replace computers in both the computer lab and for staff in the next year or two. Additionally, the library is considering a “laptop checkout service” which will benefit users who may not want to work in the computer lab but do not own a device. The library has access to databases that assist with</td>
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Where will you go?

New apartments, retail and restaurant space is being developed within the Municipal Complex in Fishers. The living space is designed to be attractive to younger graduates, and the retail/restaurant space is designed to drive traffic to the downtown area.

job search resources and listings. The partnership with WorkOne allows certain computers in the library to access the WorkOne proprietary databases.

The library is increasing its breadth of computer classes that are offered, in order to meet the changing needs of those enrolling. New classes will include advanced Excel, Publisher, advanced database research, and Photoshop.

Local schools are moving to a 1:1 iPad ratio for use in schools. While this does not impact our target group, it does increase the disparity between those who are have graduated and don’t have this experience, and those who will be graduating and have more experience with updated technology.

SWOT

This SWOT analysis was conducted specifically in regards to the implementation of this new service, while taking the greater library characteristics into consideration.

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<th>Strengths</th>
<th>Weaknesses</th>
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<td>A significant number of patrons already come to the library to utilize our computers for online job searching and resume work. Our databases and materials are consistently accessed/circulated and other sporadic programs on these subjects have been very well attended.</td>
<td>Career services support is not something that librarians are trained to provide, so while they may be able to assist in providing resources, they will not be able to consult with patrons the way a representative of WorkOne will. The (initial) limited schedule may be challenging for some patrons to meet.</td>
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<td>Both libraries have adequate space to host a small meeting space and additional computers so that those utilizing this service may do so in a separate, semi-private part of the building.</td>
<td>The resume/interview section of the print and AV collection is in need of an upgrade to more current, relevant materials.</td>
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<td>Computer classes are designed for beginner and advanced levels, and the number of subjects covered has greatly increased. These computer classes allow community members to better develop their computer skills for jobs.</td>
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<td>Staff is committed to maintaining an open, transparent partner relationship with WorkOne staff so that this program may be successful. Staff at both libraries are very familiar with the offerings available in the library and community, and will</td>
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serve as a connector for patrons between various community resources.

**Opportunities**
The budding relationship with WorkOne opens up a number of doors to access additional resources and referrals for patrons.

The growing Hindi and Hispanic populations provide a market segment that is already utilizing the library as an information and community center. The addition of this service may provide more value for their experiences.

Other than the WorkOne office in Fishers, there are no additional job search facilities or programs within Hamilton County. This service may fill a large gap for residents.

**Threats**
There may be a perception that this service, and its funding, is not necessary for the county because of its income level and employment rate.

Unstable government action may cut budget allocations. If that is the case, the library has stated that it will have to compare the cost of implementing new programs to the cost of maintaining current, established programs.

**Original Data**
In order to collect relevant information about the potential for this service, as well as how it would be received by the public, the library and WorkOne partnered to conduct several focus groups with community members who would be most likely to utilize this service. The intention was to focus on library users as well as library non-users, to determine if there would be enough interest to get people to intentionally utilize the library as a place to go for this purpose.

Over the course of one month, the library conducted two focus groups from library users, and assisted WorkOne with conducting one focus group with participants who utilize their services. Participants were identified from the following groups:

**Library Focus Group Members**
- Had attended a computer class in the past month which focuses on elevating computer skills for the workplace
- Have attended a library-sponsored job search class in the last month
- Are known to the librarians and were directly approached
- Responded to a request for participants – signs in the library, messages on social media sites and website

**WorkOne Focus Group Members**
- Currently using WorkOne services for career preparedness and either volunteered or were asked to participate
- Previous WorkOne users who have gained employment in the last six months
Focus groups were conducted at the library and WorkOne, and participants were assigned to a group based upon the organization that recruited their help. In total, 20 library users and 8 library non-users participated. While this is not a huge number for a focus group, it is a large sample size for the number of people who may be utilizing this service (Applegate, 2013).

The Adult Services Librarian created the focus group questions for both sites, and facilitated the focus group at both the library and WorkOne. Staff from the library assisted with the focus groups, took notes during the sessions and compiled the focus group results. Two Adult Services staff members, the branch manager, and the WorkOne manager independently read through notes and pulled out the key ideas that were presented by the participants (Applegate, 2013). The results were shared in a meeting between library staff and WorkOne - overwhelmingly, participants responded that the library would be a beneficial place for them to find access to resources, and that having access to WorkOne resources outside of the limited locations would not only benefit them, but their friends and neighbors. This information solidified the hypothesis that the library and WorkOne developed, and was the basis of the presentation to the library’s Board of Trustees, and WorkOne’s administration.

A full list of sample questions for each focus group is available in Appendix B.
Market Segmentation
Career Services in any venue are a popular service for multiple types of users – the unemployed, the underemployed, those who lack certain skills and those who simply want to improve their resume or interview skills. However, the library’s partnership with WorkOne helps to further narrow the market segment for this service. This service will be marketed primarily to Hamilton County library card holders who are unemployed and/or do not have a college degree. While this may seem to be a broad group, these are groups that are characterized by shared demographic, geographic and psychographic variables (Lamb, 2014a). Due to a variable employment environment and the need for higher education degrees, these two groups are the most vulnerable to job instability. It is also likely that these groups may encompass a number of senior citizens who are either coming out of retirement, or must continue to work for salary or benefits, and are competing with younger generations who have greater technological skills and adaptability. In an article about senior citizens and libraries, Beth Dempsey notes that a recent Merrill Lynch survey “reveals that most boomers anticipate working throughout retirement. It adds a new wrinkle to retirement planning, which may be more aptly described as ‘Next Career Planning’…services to boomers in retirement planning certainly means help in figuring out second careers” (2007). With each of the below market segments, seniors may be a large part of the population served which adds its own elements of technology training, adaptability, accommodations and support.

Unemployed
Primary characteristics of the unemployed can vary. The unemployed may have recently lost a job, or have been unemployed for a long period of time. They could be supported by a spouse or family salary, or surviving only on federal and state benefits. Regardless, the unemployed who will utilize this service will be intrinsically or extrinsically motivated to find work and will be directed to this service through their relationship with WorkOne/the Indiana Department of Workforce Development.

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<th>Wants</th>
<th>Needs</th>
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<td>Enhanced job search tools that are available through WorkOne and the library’s resource collection</td>
<td>Access to reliable technology that will support a job search process</td>
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<tr>
<td>Personalized review of individual documents and scenarios</td>
<td>Guidance through unemployment benefits, online databases and additional</td>
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<tr>
<td>Emotional support and one-on-one attention from library staff and career specialists to address individual needs</td>
<td>Education and training for job skills and knowledge</td>
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Those without a college degree
Individuals who access this service who do not have a degree from a high education institution are at a particular disadvantage in this economy. With a high number of applicants for jobs, those with college degrees are more likely to be considered for those roles. Therefore, this service is necessary to support those who may be more likely to be in low-paying jobs with low opportunities for advancement.
### Running Start

Where will **you** go?

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<th>Wants</th>
<th>Needs</th>
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<tr>
<td>Guidance to jobs that have a higher rate of pay but do not require a degree</td>
<td>Career assessments that match skill sets with appropriate job fields</td>
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<tr>
<td>Personal connections in fields of employment in which the participant wishes to enter/develop</td>
<td>Enhanced computer training to encourage competitive skills</td>
</tr>
<tr>
<td>Independence; the ability to work fewer hours (or even jobs) while making a comparable amount of money</td>
<td>Assistance in composing a resume that highlights job skills, longevity, and educational credits; assistance with interview skills that highlight these areas</td>
</tr>
<tr>
<td>Opportunities for growth within an established job field or company</td>
<td>Direction towards potential college credit/degree programs and assistance with admission</td>
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With time and refinement of this program, it is highly feasible that the market segments to which this service is promoted will grow and diversify.
Service Identification

As previously discussed in this plan, Hamilton East Public Library will be adding Career Services to its offerings, allowing registered library users to schedule time at the library with a WorkOne employment consultant. During their sessions, the users may ask for assistance with resume writing or review or interview skills/etiquette and preparation.

Within Ansoff’s Matrix, this service may be considered either service development or diversification, depending on the user. The library has users that currently utilize the library’s resources to job search; developing a new service to meet that target market increases the value of the library for them. New library users who are driven to the library because of this new service are participating in the library’s intent to diversify and provide new services to new markets (Lamb, 2014).

Within the BCG matrix method, this service would initially be considered a Cash Cow – high market share, and low growth. There is an initial cost to implement the service and outfit technologies for it, but once those needs have been met, and WorkOne is meeting with patrons, it is a relatively easy program to maintain (Lamb, 2014). However, this assessment will need to be repeated over time to evaluate the service’s role in a balanced portfolio. Additionally, it is important to consider that while this program may not maintain a high level of growth after a certain introductory period, it is a critical service to those in the county (Lamb, 2014), and should be maintained to meet those patrons’ needs.
Mission, Goals, Objectives, Actions, and Timeline

The mission of the Hamilton East Public Library is “To be our community’s essential connector to information and ideas.” Within the first year of this service, the Hamilton Library has established the following goals and objectives, which will be evaluated by users, staff and administration.

**Goal 1:** Increase the number of Hamilton East Public Library cardholders who utilize career services by 20%

**Objective 1:** Assess current patrons and establish a baseline of the number of patrons who currently utilize career services at the library. Examples may include computer skill classes, collections, job searching databases, etc.
- Review circulation statistics for the last year for print or AV resources within the library
- Track and assess computer class attendance
- Track database usage statistics
*All activities will be tracked by a user’s cardholder number so that we may see when repeat use is occurring and not overestimate the number of cardholders using services. Guests who utilize computers/databases will be tracked in a separate count.*

**Objective 2:** Promote the library’s available career resources and services as well as those provided by WorkOne in partnership with the library
- Create a brochure that outlines the different types of resources available, and the classes that relate to them
- Establish an online web presence/portal via the website where databases, catalog searches, forms, etc. may be accessed and used by patrons both on-site and remotely. Link this with social media sites.

**Objective 2:** Target publicity and promotion to specific populations such as the unemployed, those without a college degree, and those who have been absent from the workforce for at least two years.
- Utilize community partners to share promotional materials. Examples of those partners may be: WorkOne, church groups, community centers, YMCA, adult learners at local colleges, high school guidance counselors, etc.
- Train librarians and library staff to identify those who express a need for these services, and ensure that staff is well-equipped to explain it and provide next steps for potential users.

**Goal 2:** Create a strong, mutually beneficial partnership with WorkOne, a division of the Department of Workforce Development

**Objective 2:** Dedicate working space two afternoons/evenings per week for WorkOne consultants to meet and work with library patrons on their resumes and interview skills
- As space is already available, it will simply need to be readied for use. The library will use older computers (3) to set up in this space, and WorkOne staff will bring their own laptops. Desks, chairs, a printer and basic office supplies will be available in the room.
- Create signage directing library and service users to the dedicated space
- Assign Adult Services staff rotating time in the schedule to check in on this space during the day when patrons may be using it, but without a WorkOne professional present.

**Objective 2:** Jointly apply for grant funding with WorkOne with the intent to purchase database access and two additional computers for the career services center
Running Start
Where will you go?

- Identify appropriate grants that may provide funding for purchases
- Partner with WorkOne staff to submit application

Staff Roles and Responsibilities
The key staff roles for this program are outlined below in general terms — exact responsibilities are outlined in the timeline matrix. This list is by no means exhaustive or inflexible, but is designed to provide each staff participant with an idea of their duties in the preparation, implementation, and evaluation of the program.

WorkOne has collaborative responsibilities for this service; however their duties are more to providing career services than the preparation and implementation of the services. WorkOne has provided its staff with an updated job description, outlining their roles.

Adult Services Librarian (ASL)
- Serve as a primary liaison to WorkOne staff at both locations
- Coordinate service design, marketing, and evaluation
- Coordinate “kick-off” event for spaces
- Write grant for funding

Adult Services Para-professionals (ASP)
- Assist the ASL with program preparation and implementation
- Gather and analyze data from evaluations
- Assist with promotion to community partners

Branch Manager (MGR)
- Oversee all elements of planning and implementation
- Execute any necessary contracts on behalf of the library

Marketing Staff (Marketing)
- Design, print and distribute all relevant marketing materials
- Ensure website and social media sites are updated and timely
- Assist with oversight on paid advertising pieces

Facilities Staff (FS)
- Purchase additional furniture
- Set up furniture in rooms; ensure that all electricity is working

IT Staff (IS)
- Purchase additional technology elements
- Install and maintain technology
### Timeline for Marketing and Implementation

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Timeline</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create formal proposal for service with WorkOne liaison; present to Branch Manager for approval. Branch Manager presents to Board of Trustees for approval in January 2014 meeting. Implementation is set for August 1, 2015 (new fiscal year, after summer reading program ends)</td>
<td>December 2014</td>
<td>ASL, MGR</td>
</tr>
<tr>
<td>Host meeting with Adult Services and WorkOne liaisons to introduce service; update on a monthly basis at staff meeting following initial meeting</td>
<td>January 2015</td>
<td>ASL, MGR</td>
</tr>
<tr>
<td>Begin grant application for service funding</td>
<td>January 2015</td>
<td>ASL, WorkOne liaison</td>
</tr>
<tr>
<td>Host focus groups for service – one at each library, and one at WorkOne</td>
<td>January 2015</td>
<td>ASL, ASP, WorkOne liaison</td>
</tr>
<tr>
<td>Meet with marketing department to discuss plan and implementation. Meeting will include discussion of print materials, website materials, social media presence, videos, animation, etc.</td>
<td>January 2015</td>
<td></td>
</tr>
<tr>
<td>Work with IS to purchase necessary technology for the service spaces</td>
<td>February 2015</td>
<td>ASL, MGR, IS</td>
</tr>
<tr>
<td>Monthly meeting with WorkOne liaison to discuss progress, challenges, marketing, etc.</td>
<td>Mid-February 2015</td>
<td>ASL</td>
</tr>
<tr>
<td>Inform Facilities staff of service space; create floor plans of what is needed and how the room is to be laid out. Order permanent signage</td>
<td>February 2015</td>
<td>ASL</td>
</tr>
<tr>
<td>Monthly meeting with WorkOne liaison to discuss progress, challenges, marketing, etc.</td>
<td>Mid-March 2015</td>
<td>ASL</td>
</tr>
<tr>
<td>First draft of marketing materials</td>
<td>April 2015</td>
<td>ASL</td>
</tr>
</tbody>
</table>
Where will you go?

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly meeting with WorkOne liaison to discuss progress, challenges, marketing, etc. Focus of this meeting is marketing materials</td>
<td>Mid – April  2015</td>
<td>ASL</td>
</tr>
<tr>
<td>Marketing materials approved and distributed within library, in community, and shared with WorkOne for distribution</td>
<td>May 2015</td>
<td>ASL, ASP, MGR</td>
</tr>
<tr>
<td>Monthly meeting with WorkOne liaison to discuss progress, challenges, marketing, etc.</td>
<td>Mid-May  2015</td>
<td>ASL</td>
</tr>
<tr>
<td>Book entertainment and local celebrity/figure for open house. Order food and ensure that the library has supplies for decorations</td>
<td>June 1, 2015</td>
<td>ASL</td>
</tr>
<tr>
<td>Begin identifying WOMM ambassadors</td>
<td>June 1, 2015</td>
<td>ASL, WorkOne ambassador</td>
</tr>
<tr>
<td>Press kit prepared and distributed to media</td>
<td>June 1, 2015</td>
<td>Marketing, ASL</td>
</tr>
<tr>
<td>Host staff elevator speech competition – winning speech is turned into talking points and included in Internal Marketing meeting/training discussions</td>
<td>June 8, 2015</td>
<td>ASL, ASP, MGR (to judge)</td>
</tr>
<tr>
<td>Monthly meeting with WorkOne liaison to discuss progress, challenges, marketing, etc. Focus of this meeting is final review of marketing materials and selection of initial WOMM ambassadors</td>
<td>Mid-June  2015</td>
<td>ASL</td>
</tr>
<tr>
<td>Print and distribute invitations/marketing materials about open house on August 1, 2015</td>
<td>Mid-June, 2015</td>
<td>ASL</td>
</tr>
<tr>
<td>Conduct Internal Marketing/Training with Adult Services Staff</td>
<td>Mid-June 2015</td>
<td>ASL, MGR</td>
</tr>
<tr>
<td>Conduct Internal Marketing/Training with Circulation and Youth Services Staff</td>
<td>Mid-June 2015</td>
<td>ASL, MGR</td>
</tr>
<tr>
<td>Contact potential WOMM</td>
<td>June 15, 2015</td>
<td>ASL, WorkOne liaison</td>
</tr>
<tr>
<td>Event</td>
<td>Start Date</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>ambassadors to ask about participation; recording scheduled for July 1, 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collect and assess usage statistics – including circulation, computer classes, database access, etc. Use this information to create a baseline for survey data to compare</td>
<td>Mid-June through Mid-July</td>
<td>ASP (with oversight from ASL)</td>
</tr>
<tr>
<td>Record WOMM speeches; send to marketing for editing and polish</td>
<td>July 1, 2015</td>
<td>ASL, Marketing</td>
</tr>
<tr>
<td>Paid advertising begins on local radio, television, online and in newspaper</td>
<td>Week of July 6, 2015</td>
<td>Marketing</td>
</tr>
<tr>
<td>Conduct training with staff to discuss how to identify patrons who may benefit from career services; practice talking points and skills for approaching them</td>
<td>Week of July 6, 2015</td>
<td>ASL, with Adult Services Staff</td>
</tr>
<tr>
<td>WorkOne staff introduced to library staff – begin setting up offices</td>
<td>Week of July 13, 2015</td>
<td>ASL, ASP, WorkOne liaison</td>
</tr>
<tr>
<td>Library begins accepting appointments, starting after August 1</td>
<td>Week of July 13, 2015</td>
<td>ASL, ASP</td>
</tr>
<tr>
<td>Final planning meeting with WorkOne</td>
<td>July 27, 2015</td>
<td>ASL</td>
</tr>
<tr>
<td>Finalize details; confirm emcee and staff attendance at Kick-Off</td>
<td>July 27, 2015</td>
<td>ASL, ASP</td>
</tr>
<tr>
<td>Host Kick-Off Party</td>
<td>August 1, 2015</td>
<td>All staff, WorkOne liaison and staff, Board</td>
</tr>
<tr>
<td>Career Center is open for business!</td>
<td>August 1, 2015</td>
<td>ASL, ASP, WorkOne career specialists</td>
</tr>
<tr>
<td>Formal evaluation process begins</td>
<td>August 1, 2015</td>
<td>ASL, ASP, WorkOne career specialists</td>
</tr>
<tr>
<td>Formal evaluation process ends</td>
<td>July 1, 2016</td>
<td>ASL, ASP</td>
</tr>
<tr>
<td>Host participant focus groups; share feedback with library staff, administration and board, and WorkOne liaison and administration. Determine changes for following year.</td>
<td>July 1- August 1, 2016</td>
<td>ASL, ASP, MGR, WorkOne liaison and career specialists</td>
</tr>
</tbody>
</table>
Running Start
Where will you go?
**Proposed Budget**

This budget is created based up on the best estimates of costs to promote and support this program at both libraries. Staff from Hamilton East Public Library and WorkOne jointly submitted a grant request to the Indiana State Library, to request funds to support this program. The program was funded at $6,000 so the library is sharing the rest of the costs with WorkOne.

The library will provide the funds to outfit the room appropriately, assist with purchasing technology and signage, and promotion. In turn, WorkOne will provide career specialists and will pay for some radio, TV and newspaper advertising to assist with marketing the service in conjunction with the library.

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LSTA grant – Technology Grant</td>
<td>$6,000</td>
</tr>
<tr>
<td>Total Income</td>
<td>$6,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff time – Adult Services librarian, paraprofessional, facility services, marketing staff</td>
<td>$740</td>
</tr>
<tr>
<td>• Planning and meeting with WorkOne</td>
<td></td>
</tr>
<tr>
<td>• Focus groups</td>
<td></td>
</tr>
<tr>
<td>• Designing promotional materials</td>
<td></td>
</tr>
<tr>
<td>Design and printing – paper, ink, layout, shipping, etc.</td>
<td>$1,000</td>
</tr>
<tr>
<td>• Bookmarks - $.50/each – 500 = $250</td>
<td></td>
</tr>
<tr>
<td>• Stickers - $.50/each – 400 = $200</td>
<td></td>
</tr>
<tr>
<td>• Pens - $.75/each – 300 = $225</td>
<td></td>
</tr>
<tr>
<td>• Fans - $.75/each – 200 = $150</td>
<td></td>
</tr>
<tr>
<td>• Pins - $.50/each – 300 = $150</td>
<td></td>
</tr>
<tr>
<td>• Reserve - $25.00 for additional in any account</td>
<td></td>
</tr>
<tr>
<td>Office equipment – one executive desk, two long tables, 5 chairs (each location)</td>
<td>$2,000</td>
</tr>
<tr>
<td>Hanging signs</td>
<td>$1,500</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>$50</td>
</tr>
<tr>
<td>Additional computers and printers (2 computers, 1 printer, each location)</td>
<td>$3,000</td>
</tr>
<tr>
<td>Purchased database access</td>
<td>$750</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>$9,040</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Library Costs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Income (grant)</td>
<td>$6,000</td>
</tr>
<tr>
<td>Expenditures</td>
<td>$9,040</td>
</tr>
<tr>
<td>Cost to library</td>
<td>$3,040</td>
</tr>
</tbody>
</table>
## WorkOne Costs

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary and benefits for career specialists while at the library</td>
<td>$15,000</td>
</tr>
<tr>
<td>Advertising</td>
<td>$2,000</td>
</tr>
<tr>
<td>Cost to WorkOne</td>
<td>$17,000</td>
</tr>
</tbody>
</table>
Communication: The Marketing Mix

The nature of this service, and the community need that it fills, is a point of pride for the library and WorkOne. Staff, administration and the Board are eagerly anticipating sharing this service and its outcomes with the Hamilton County community. This service will be intentionally marketed by all relevant parties, and communication about it will be structured by the following guidelines. The library understands that a consistent, integrated marketing campaign will ensure standardized messaging and expectations, and has provided the below framework to present this service in the most ideal way.

Promotion

In order to create a unified message and brand for this service, the library will utilize an integrated marketing campaign to ensure that Running Start is poised for success and recognition throughout the community.

The promotional materials that are designed by the library’s staff will be distributed within the library, among community partners, and by WorkOne offices. Promotional materials will include posters, bookmarks, flyers, pop-up signs, and other relevant items. Permanent hanging signage will be placed around and outside the library and the font, logo and presentation will mirror that of the print materials.

Social media outlets will be heavily utilized to ensure that individuals from each target market segment are reached through an outlet that is familiar to them. On social media, the publicity elements remain consistent, and will add the use of videos, audio files and animation.

Regardless of the medium, outlet or market segment to which the message is directed, the library expects that all branding guidelines will be consistent and adhered to, and staff (both of the library and WorkOne) will remain positive, open and encouraging of the service, as well as the partnership.

On August 1, 2015, the library will host an open house to welcome all members of the community to participate in. This open house will be festive and fun and will highlight the spaces in the library that are designated for Running Start. The Library Board of Trustees, WorkOne administration and the media will be invited to view the space, talk with librarians and career specialists, and learn more about the intended outcomes for the service and its participants. At this event, those who register for an appointment will be placed into a drawing, and the winner of the drawing will be granted a $250 scholarship, funded by WorkOne, to assist the participant in their education and/or job training.

Message

Using the TRAP model, the library will share the message about this new service with the following emphasis. The TRAP model required that messages shared about the service are intentional, and reach potential users in a way that is enticing and intriguing.

Timely – All of the promotional and advertising programs will have some extended step to engage potential participants in the moment. From a QR code to a list of phone numbers, participants will have all the tools they need to begin engaging with the service. And as the Access parts of the service are open whenever the library is, participants may begin fully engaging in the moment.
Running Start
Where will you go?

Relevant – The messages that have been crafted are designed to share multiple ways in which this service can benefit those who are interested in it. From independent engagement (computer use, searching jobs online) to full engagement (making an appointment to discuss goals and a resume with a career specialist), potential users are aware of the plethora of ways this service may meet their needs.

Active – Messages about this program will feature individuals who have previously used, or are using, the services, and will highlight the ways they have positively impacted their job search and career growth. These key individuals will especially be valuable when participating in WOMM. Not only will print, radio, TV and online promotion feature these messages, but when the opportunity exists, the library would like to ask these individuals to volunteer to talk to interested users about their experiences.

Personal – This service starts with asking the potential participants “Where will you go?” Personalizing this message, and making it a call to action, positions it in a way where potential users will hopefully reflect on this message. They may ask themselves where they are, where they wish to go, and what they want to do to get there. The message is intended to be personal, but universal, so each potential participant may find themselves within it.

Branding
The brand for this service will become highly important in both catching the attention of potential users, as well as incorporating elements from both WorkOne and Hamilton East Public Library. The library has decided not to use either organization’s logo as the primary logo for this service, but where one is represented, the other shall be as well. The two groups agreed to create a logo for the program that is independent of the graphic standards of either organization so that it would be visually recognizable as a separate entity.

Name of Service: Running Start
Extended Name of Service: Running Start: Career Services at Hamilton East Public Library
Tagline: Where will you go?

It is not necessary to utilize an extended service name on all documents, though it is helpful to use when introducing the service to potential users. Rather, the extended service name/description may be placed elsewhere on the promotional department.
This logo was developed from a picture with Creative Commons license, showing a figure getting jumping ahead of a line of other figures. This visual is intended to inspire the idea that those who use these services will get a “running start” on their career searches and progress. Placing the “you” in the tagline directs the question to the observer, and allows them to imagine themselves answering the question, ultimately serving as a call to action.

The logo may also be used without the text in the right corner; however, if this is done, the service name and tagline must be written either directly above or directly below the logo. Examples:
Colors

Primary colors for this campaign are simple, but eye catching. The red is designed to mimic the red figurine in the logo, and show up brightly against the more classic black and white background. These colors are based off the RGB (Red, Green, Blue) color grid.

<table>
<thead>
<tr>
<th>Color</th>
<th>R</th>
<th>G</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>255</td>
<td>255</td>
<td>255</td>
</tr>
<tr>
<td>Red</td>
<td>170</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Secondary colors are designed to provide variety and visual interest without detracting from the primary brand colors. Secondary colors may be used in up to 50% of a color pallet for a single promotional piece, and may only be used when primary colors are present.

<table>
<thead>
<tr>
<th>Color</th>
<th>R</th>
<th>G</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grey</td>
<td>190</td>
<td>190</td>
<td>190</td>
</tr>
<tr>
<td>Blue</td>
<td>0</td>
<td>0</td>
<td>125</td>
</tr>
</tbody>
</table>

Typography

The approved font for the logo and tagline is Cambria – depending on the size of the picture or document, the font sizes may be adjusted. However, “Running Start” will always be larger than the tagline. Running Start will always be printed in the approved Red color. The supplementary font for design will be Calibri Light, with the size dependent upon the material being produced. Cambria and Calibri Light have been designed to complement one another and should provide viewers with easy-to-read text.
The tagline for the logo will be presented in italics, and the “you” in the phrase shall always be bold and red color font.

<table>
<thead>
<tr>
<th>Main Font – Title/Name, tagline</th>
<th>Cambria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplementary font – Document Text</td>
<td>Calibri Light</td>
</tr>
</tbody>
</table>

**Public Relations**

This service is marketed to distinct market groups – current users, and current non-users. Each group has its own relationship with the library via, or in combination with, this service. Through public relations, our intention is to not only promote a service that adds values for those who use it, but also to provide a framework for patrons to have positive associations with the library, so that they will return to it for future literacy, recreational and educational needs.

As is previously noted in this plan, the library will be intentional about using traditional means, as well as social media, to spread the word about this program. While there is overlap between people who will read a services flyer for information and check a social media site, the campaign will reach more people by touching on all mediums for communication. Social media sites will be used to promote the program, answer questions that are frequently asked, highlight interesting new features and share interesting and encouraging information with potential users.

To encourage staff participation and morale about this program, a contest will be held among staff members who can create and deliver the best elevator speech about this new service! The winner will be granted 4 hours of PTO to use on a day of their choosing, and their elevator speech will be turned into talking points that staff will be trained on during the internal marketing preparation meetings.

Most importantly, the library will use Word of Mouth Marketing (WOMM) to help promote this program to potential users. In planning stages, both the library and WorkOne established a list of positive supporters who we believe would be willing to share information on behalf of this new service – and do so with enthusiasm! These participants will be given training, talking points, a medium for sharing the message and staff support along the way to ensure that the message is clear, concise and consistent.

Some of the ways WOMM will be used include:

- Having participants/past participants at events to share first-person stories about their experience with the career services center
- Creating 30-60 second video clips about success stories, or exceptional moments of service and posting those on social media sites, on the website, and in the library and WorkOne offices on lobby televisions
- Train WorkOne staff on the key concepts of the career service center so that they may discuss it during initial meetings with clients who could benefit from its services
- Provide a quick promotional video featuring WOMM participants prior to computer classes held at the library
• Ask staff and or participants to attend a board meeting to share a story; encourage attendance at other community meetings such as Rotary clubs, YMCA lunches, etc.
• Invite other key stakeholders (church leaders, community leaders, service club members, etc.) to an event at the library to learn about the event and hear first person stories. Equip those attendees with information that they can share with their sub-communities.

The value of a program such as this is undeniable; the potential impact that could be made by hearing about this service from someone who has lived it will be very powerful. In this instance, the human connection will be key to setting the expectation that this is a friendly, usable, welcoming service at the library that will provide results and support for those who participate. Setting the expectation for that level of service and experience will undoubtedly encourage participants to continue to seek information and resources from the library even after their tenure with career services is complete.

Publicity
This campaign will include a number of publicity items that are designed to reach different market segments through multiple channels. Below are descriptions of three that will be highlighted in this campaign; examples of each may be found by clicking the links in Appendix D – a separate appendix from this full plan. Additional publicity materials will include stickers, fans (for the summer), pins, staff t-shirts, and give-away pens.

Bookmarks
Grab-and-go items are quite popular in this library, with a number of patrons utilizing the variety of bookmarks around the library for practical purposes. With a constant reminder of programs and services, patrons have informally commented that they are more included to ask questions or attend. In this case, a double-sided bookmark has been designed with information about this new service, what potential users may get from utilizing the service, and how to act – via phone numbers or a QR code that takes them to the website for more information. Bookmarks will be shared between library locations, WorkOne’s office, and community partners.

Posters
Posters that are designed to be placed around the library, or in other public places, are ideal for catching the attention of patrons who are browsing the library, waiting for an appointment, or looking at a community activity board. Like the bookmark, this poster contains information that allows users to immediately act, either by scanning the QR code, going to one of the library’s social media websites, or calling to set an appointment. These posters will mainly be placed around both libraries, the WorkOne office in Fishers, and select community establishments such as coffee shops, local banks, YMCA and church activity centers.

Website Banner/Facebook Cover
As social media will be key to this campaign, a versatile website banner/Facebook cover photo has been designed to be used on library websites and social media sites. The design is reflective of other marketing materials for this campaign, and plays with secondary colors a bit more. There is not a QR code on this design as web links will suffice; however, the rest of the necessary contact information is available.
Advertising
As a benefit of the partnership between the library and WorkOne, the administration at the government has approved the use of some funds for paid advertising for this service. This will be a joint advertisement for the library as well as WorkOne. As partners, but the library and WorkOne have equal say about the advertising plan, and keep the “4 Cs” in mind (Lamb, 2014c).

- **Content** – Both parties are in agreement as to the content of the advertisements that are shared within the community. Content will mirror other marketing materials and will utilize the TRAP elements discussed earlier in this plan.
- **Credibility** – In this scenario, the library’s credibility as an open and welcoming organization carries a great deal of weight with the community. While new service users may also be new to the library, the library has consistently been noted as “necessary” and “value-adding” for the community. As a government run program, WorkOne has struggled with some elements of credibility in the past; moving forward, this service will ask for ongoing participant support and testimonials to encourage people to trust the service.
- **Cost** – The cost for advertising will be covered through the WorkOne budget, at no cost to the library.
- **Coverage** – The library and WorkOne have established media relationships which will assist this service in getting a high level of coverage and exposure. Additionally, because of the larger budget to fund these advertisements, the service can be promoted through multiple outlets – as well as those that do not cost anything.

Advocacy
A large majority of conversations in this day and age revolve around the ways that libraries are expected to do more with less. This has been an ongoing area of concern for Hamilton East Public Library, as with other libraries around the state. While Hamilton County is fortunate to have adequate funding for our libraries, that is not a guarantee, and the staff and administration at Hamilton East Public Library is committed to advocating for the library now to ensure its sustainability.

Our advocacy goals for the following year will demonstrate how the library is committed to its new Mission – to be our community’s essential connect to information and ideas. The library understands that it does not have to provide every service that patrons will need – but that it can function as a clearing house for referrals, partnerships, and collaborations that allow our community members to reap the best of what the community has to offer. This collaboration is a prime example of the “connector mentality” – we are not the experts on career services, but we have the space, the resources, the willingness and the influence to positively impact what WorkOne is doing in regards to career services. Additionally, our areas of specialty (collections, databases, computer skills classes) are exposed to a new market, and experienced by a new sector of the community.

In the next year, the library will continue to advocate for Board and administrative support of partnerships such as this, and the allocation of library resources (collections, staff, technology) to support...
them. The library values its growing relationships with other organizations in the community and believes that building a network of engaged partners will help to ensure the library’s future.

**Internal Marketing**

Staff involvement will occur at multiple levels, and in multiple departments, for this service. While it take some time and strong communication to get staff members up to speed, the library staff is all proud of, and eager for, this service to begin, and are already enthusiastic about their participation.

As this program originates in the Adult Services department, the Adult Services librarian Jessica Kelly will serve as a point person and coordinator for staff. She will update her manager when necessary, but has the authority to make decisions and direct staff for these activities.

Jessica will begin with Adult Services Department education, which will include all librarians, paraprofessionals, the department manager, and branch manager. Topics for review will include:

- The program’s purpose and goals
- Marketing strategies
- Who’s who with WorkOne
- Talking points for patrons who have interest
- A review of library resources and databases
- A review of library computer skills classes that participants may request to sign up for
- Who is eligible for this program
- How to schedule a patron
- What information to share with WorkOne staff

After the adult services staff is trained, Jessica will provide a brief training for youth services and circulation staff members. Information will also be emailed to their department managers to share with those who may not be able to make the training. Topics reviewed will include:

- The program’s purpose and goals
- Who’s Who with WorkOne
- Where to direct calls/inquires
- An overview of the library’s resources, databases and classes

After initial training, Jessica is available for questions from any staff member and will accept them in person or via email. Staff members are always welcome to provide informal feedback.

WorkOne is responsible for training its staff who will be located in the library, and Jessica will have a meeting with those staff members to acquaint them with the library layout, staff, and the working relationship between the library and WorkOne. Both the library and WorkOne administration have agreed to training responsibilities and expectations.
Evaluation

This service’s evaluation will target two user groups in the first year – those who utilize the service, and the library and WorkOne staff. The purpose of this evaluation is to determine if the service is meeting our community’s needs and connecting them with appropriate services, while being a value-added service for the library that merges with the library’s goals.

Participant Evaluation

Surveys

As a part of the appointment process, participants will be asked to complete a paper survey that discusses the purpose of their visit, their outcomes, their goals, and their impression of the service. They will be asked about their previous relationship with the library and their expected use going forward.

Patrons who come in to use the “Access” services (computers, printing, internet and database) but do not have appointments will also be asked to fill out this survey.

Participants will be asked, on this survey, if they may be contacted in the future for a focus group to further explore how this service can be designed to assist them. This survey will also be the place where the library gathers data for WOMM participants.

A sample survey may be found in Appendix D.

Focus Group

At the end of the first year, participants will be gathered in a focus group to have an opportunity to discuss their experiences with this service. Questions for the focus group will be developed based upon survey feedback, and will mainly be comprised of situational questions – “Can you tell me about a time when...”, “Can you describe....”, etc. Data collected from this focus group will help the program continue to evolve.

Staff Evaluation

Surveys will be distributed to library and WorkOne staff, with questions that help explore the staff side of this service. Questions will talk about the logistics of this service, interactions with customers, statistics, etc. related to the service. The results of this survey will be compiled by Jessica Kelly and shared with staff from WorkOne.

The intention of this survey is not to try to explain what staff perceives as valuable for patrons, but rather to explore whether or not it is valuable for the library to continue to participate in this partnership.

Reflection

As discussed earlier in this marketing plan, the concept of libraries and career services is not new – libraries have been providing patrons with access to resources when job searching meant going to the library to read the flyers on the bulletin board. As career preparedness has evolved, so have the libraries – to the place where the library is synonymous with career assistance. The growing demand on libraries
has put staff in a place where they are being asked to advise on issues well outside of their training, and while they are willing to help, librarians may not be the best source for answers. However, at Hamilton East Public Library, our mission is always to be the best connector to the best resources available.

The partnership that is being proposed for this service isn’t new – but it is emerging – and finding success in libraries across the country. In a time when missions overlap, and patrons seek all sorts of support in multiple places, it only makes sense to pool resources across organizations to better serve the members of our community. As Aristotle once noted, “The whole is greater than the sum of its parts”. In this instance, collaborating to provide a holistic approach to a proven service allows the partner organizations, and users, to benefit from all of what the community has to offer.
References


Indiana Department of Workforce Development. (2014). Hoosiers by the Numbers – Hamilton County, IN. Retrieved from: [http://www.hoosierdata.in.gov/highlights/profile.asp?geo_val=S18;C057&page_id=1](http://www.hoosierdata.in.gov/highlights/profile.asp?geo_val=S18;C057&page_id=1)


# Public library engagement typology: Group overviews

<table>
<thead>
<tr>
<th>Level of engagement with public libraries</th>
<th>Group name</th>
<th>% of U.S. population ages 16+</th>
<th>Major characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>High engagement (~80% used a public library in the past year)</td>
<td>Library Lovers</td>
<td>10%</td>
<td>Members of this group report frequent personal use of public libraries, along with high levels of household library use. This group includes many parents, students, and jobseekers; members tend to be younger, with higher levels of education.</td>
</tr>
<tr>
<td></td>
<td>Information Omnivores</td>
<td>20%</td>
<td>This group has the highest rates of technology use, as well as the highest levels of education, employment, and household income. They have high levels of personal and household library use, but their visits to library are less frequent than Library Lovers.</td>
</tr>
<tr>
<td>Medium engagement (~50% used a public library in the past year)</td>
<td>Solid Center</td>
<td>30%</td>
<td>Centered in smaller towns, this group is similar to the general U.S. population in most measures. About half have used a public library in the past year; most view libraries positively.</td>
</tr>
<tr>
<td></td>
<td>Print Traditionalists</td>
<td>9%</td>
<td>This group contains the highest proportion of rural, Southern, or white respondents. It is similar to Solid Center in many measures, except that its members tend to live farther away from libraries. They also have positive views about libraries’ roles in communities.</td>
</tr>
<tr>
<td>Low engagement (~30% used a public library in the past year)</td>
<td>Not For Me</td>
<td>4%</td>
<td>This group is distinguished from other low engagement groups by its members’ strikingly negative views of libraries. In particular, they are far less likely than most other groups to say public libraries are important to their communities.</td>
</tr>
<tr>
<td></td>
<td>Young &amp; Restless</td>
<td>7%</td>
<td>This is a relatively young group, and few of its members have lived in their neighborhoods for very long. Their most striking feature is that only 15% know where the nearest public library is located.</td>
</tr>
<tr>
<td></td>
<td>Rooted &amp; Roadblocked</td>
<td>7%</td>
<td>This group generally views public libraries positively, but many face hurdles in their lives that may prevent them from engaging with libraries. They tend to be older, and many are living with disability or have experienced a recent illness in their family.</td>
</tr>
<tr>
<td>None (Have never personally used a public library)</td>
<td>Distant Admirers</td>
<td>10%</td>
<td>Though members of this group have never personally used a public library, they view libraries quite positively—perhaps because many say other family members use them. Many also say that various library services are important to them and their families. They tend to be older and are often living in lower-income households.</td>
</tr>
<tr>
<td></td>
<td>Off the Grid</td>
<td>4%</td>
<td>Members of this group tend to be disengaged from their communities and social life in many ways. Many live in rural areas, and just 56% use the internet. Most have very low household incomes, as well as low levels of education—only one in ten has graduated from college.</td>
</tr>
</tbody>
</table>

(Zickuhr et al., 2014)
Appendix B - Focus Group Questions

**Library Group**
Prior to each focus group starting, attendees filled out a brief notecard that gave their age, their frequency of library use, work status, and degree attainment. Participants will be given nametags and the opportunity to introduce themselves before discussion so everyone has a chance to provide their name and break the ice with fellow participants.

1) Can you please share with me a summary of your most recent job-search process?
2) Can you please tell me about a time when you have utilized the library for career-related resources?
3) What is your overall impression of the library’s job search and career resources?
4) What community resources/websites/etc. do you utilize when growing your career skills? What is your impression of those resources?
5) Do you believe that residents of Hamilton County need assistance with job preparedness and career skills?
6) In your opinion, what is the library’s role in assisting residents with career preparedness and job searching?

**WorkOne Group**
Prior to each focus group starting, attendees filled out a brief notecard that gave their age, work status, period of time they have participated with WorkOne and degree attainment. Participants will be given nametags and the opportunity to introduce themselves before discussion so everyone has a chance to provide their name and break the ice with fellow participants.

1) Can you give me an overall summary of your job search process so far?
2) What are the best/most helpful resources that WorkOne offers for your career preparedness?
3) Are there any additional locations or organizations that you would utilize to seek career help?
4) Where do your friends/family/neighbors find information and resources for finding a job?
5) Please share your thoughts about accessing WorkOne resources at a different location. Would you go? Would it be a hardship to get there?
6) Please share with me your impressions of Hamilton County’s governmental resources for job seekers.
7) Do you use the Hamilton East Public Library, or any other library? If so, what resources do you use? Which are not helpful?
Appendix C - Sample Evaluation Survey for Service Participants

Thank you for taking the time to complete this survey about the Running Start: Career Services Center at Hamilton East Public Library. This survey will help the staff at the library design and provide better services for our patrons. We will ask you questions about the services you utilized today, and classes or services you might want to attend in the future. We appreciate your feedback!

Please provide some information about yourself.

1. How old are you?
   - □ 18-35
   - □ 36-50
   - □ 51-64
   - □ 65 or older

2. What is your gender?
   - □ Male
   - □ Female
   - □ Prefer not to answer

3. Are you currently employed?
   - □ Yes
   - □ No

4. Do you have a college degree (associate’s degree counts)
   - □ Yes
   - □ No

Please give us some information about the service(s) you utilized today.

5. What service(s) did you utilize? (please check all that apply)
   - □ Computer, printer or internet for job search
   - □ Job search databases
   - □ Had an appointment with a career services specialist
   - □ Looked at library resources (such as books or magazines)
   - □ Computer class

6. How did you hear about this service at the library? (please check all that apply)
   - □ Library website
   - □ Social media site
   - □ Posters, table cards or other signs in the library
   - □ WorkOne representative
   - □ Word of Mouth
   - □ Other (please specify): ____________________________________________

7. On a scale from 1 to 5, how would you rate the below statements about the services you utilized?
Running Start

Where will you go?

1 = Strongly disagree  2= Disagree  3= Neither agree nor disagree  4= Agree  5= Strongly agree

The staff at the library and the career services center was friendly and easy to approach.
□ 1  □ 2  □ 3  □ 4  □ 5

The career services center had resources that I found helpful/valuable.
□ 1  □ 2  □ 3  □ 4  □ 5

The career services specialist was able to answer my questions.
□ 1  □ 2  □ 3  □ 4  □ 5

I learned new skills as a result of the services I utilized.
□ 1  □ 2  □ 3  □ 4  □ 5

I feel confident using the new skills that I learned in the career services center.
□ 1  □ 2  □ 3  □ 4  □ 5

It was valuable for me to come to the career services center.
□ 1  □ 2  □ 3  □ 4  □ 5

It was easy/convenient to access the career services center in the library.
□ 1  □ 2  □ 3  □ 4  □ 5

If you had an appointment with a career services specialist, please provide their name:________________________

Please give us information about future programs you might want to attend.

8. Will you come back to utilize the career services center?
   □ Yes
   □ No
   □ I do not know

9. What else could the career services center do to assist you more with your job preparedness?

10. What type(s) of computer classes would be helpful for you to attend in the future?

Would you be willing to participate in a focus group later this year to assist us in making this service more effective? If so, please share your name and a contact phone number:________________________

Would you be willing to help the library/WorkOne market this program by sharing a little about your experience? If so, please share your name and a contact phone number:________________________

Thank you for taking the time to provide us with this feedback!
Access
Computers and printers
Internet websites
Job search databases
Library books and resources
no appointment necessary

Engage
Career Assessments
Computer skills classes
Resume writing and review
Cover letter writing and review
Interview skills and etiquette
Salary and benefit negotiations
Unemployment benefits
appointment required

Learn
Career workshops and trainings
Specialized skills referrals
registration required

Call for an appointment with a career services specialist
Fishers Library: 317-579-0307
Noblesville Library: 317-770-3208

Running Start:
Career Services at the Hamilton East Public Library
Where will you go?

A partnership between Hamilton East Public Library and WorkOne Indy
Need to Get Here?

We can help.

Hamilton East Public Library
Running Start: Career Center Services
A partnership with WorkOne Indy

Get help with your resume, interview skills, job searches, and more!

Call for an appointment with a career services specialist
Fishers Library: 317-579-0307
Noblesville Library: 317-770-3208

**Running Start: Career Services at the Hamilton East Public Library**

A partnership between

Hamilton East Public Library and WorkOne Indy

Call for a FREE appointment with a career specialist.

Fishers Library: 317-579-0307

Noblesville Library: 317-770-3208

Running Start
Where will **you** go?