Library Marketing Campaign

Find Yourself in the Library!

Jane Gabovitch Morrison
December 3, 2012
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Executive Summary

Congregation Beth-El Zedeck is affiliated with both the United Synagogue of Conservative Judaism and the Jewish Reconstructionist Federation. The synagogue came into existence upon the merging of Congregation Beth-El and Ohev Zedeck synagogues in 1928.

The synagogue has been at its current location since 1958. The library was built at the same time. There are currently approximately 850 families who are members of the synagogue. There is a religious school for the children of members in grades kindergarten through tenth grade. There are approximately 250 students in the religious school. The synagogue also houses a pre-school. There are approximately 200 students in the school. Many of the families of the children enrolled in the preschool are not members of the synagogue. The library serves both the congregation and the pre-school and the staff.

There are approximately 6500 physical books, periodicals and videos in the library. These include fiction, non-fiction and biography books for school age children, young adults and adults. This also includes a fairly large collection of fiction and non-fiction books for preschool age children. The preschool books contain both Jewish and secular subjects. The school age, young adult and adult books are primarily Jewish in content.

The library’s mission is to provide resources and an environment that promote intellectual curiosity and enhance the experience of Jewish
life and studies for the members of the congregation, the Early Childhood Center and religious school teachers, families and students, and staff members of the congregation.

In line with this mission, this particular marketing plan will focus on the children of our synagogue in grades 4 to 8 to enhance their experience of Jewish life. This demographic is generally called “tweens” because they are “between” childhood and adolescence. In the 1990's youth were generally considered to be tweens if they were between the ages of 10 and 12. In most circles, this has changed to include youth who are 8 to 12, and sometimes all the way up to 14 years old. This change has occurred partly because kids are getting older younger, which is not a new phenomenon, but is more pronounced in recent years. (Maughan)

This is one of our most underserved audiences. There is a substantial use by preschool age children and adults. Teens and younger school-age children use the library intermittently, either with their religious school classes and/or with their parents. To attract this demographic, we aim to show them how the library at their synagogue can provide them with resources that they can relate to and that are different than those available to them at their school or public libraries. This will help to enhance their understanding of their Judaism and enrich their lives.
Theoretical Foundation

A special library, like the library at Congregation Beth-El Zedeck is in a unique position because of its connection with its parent organization, its size and its limited client base. As a result of these constraints, when pursuing a strategic marketing plan, a special library may want to focus on a few “right things” it wants to concentrate on. (Powers) A marketing communications strategy advertises, promotes and publicizes the product or service to a targeted audience. The message or philosophy of most special libraries in some way supports the work of the organization and should be communicated in all promotions, advertising, and publicity about the library. (Powers) One of the primary goals of the synagogue is to enrich the Jewish lives of its members. Therefore, in pursuing its mission, the library also seeks to enrich the Jewish experience of the members of the congregation. One way to enhance the lives of our members is by helping the children understand their Judaism and to enjoy being Jewish.

Three research studies on library usage patterns suggest the importance of regular library use as a child in establishing adult library use and satisfaction. (Dimick) These studies also indicate that there is a strong influence from the family informing reading and library habits, and that among public library users who reported frequent library use prior to age twelve, most are current users. (Dimick) Therefore, encouraging this demographic to use the library is beneficial not only for short-term satisfaction and enhancement of the children’s Jewish lives, but for long-term reading habits.
In order to develop programming and meet the needs of the youth market, it is helpful to have a marketing orientation, which emphasizes market segmentation to determine user needs. It is important when marketing to youth to understand the psychological profiles of current and potential users such as their attitude, personality, interests, lifestyle, and opinions, including the use of leisure time. (Dimick)

Determining what this demographic needs and wants is, in some ways, different than making that determination for adults. Measuring the usage and availability of materials is one way to ascertain their needs. Focus groups-made up of the youth and their parents- is another tool. Interviews and surveys can be helpful, but may be a little more problematic than adults because of their ability to understand or have interest in answering the questions. They also may be intimidated in a one on one interview with an adult. Observation and direct interaction can be helpful. (Dimick)

Marketing to the 8-14 year old is key to the success of the publishing business. These kids are independent readers and still have the time, outside of homework and other activities, to read and they seem to be doing just that. (Maughan) Tweens have become very techno-savvy and it is important to them to communicate with each other. Providing kids with message boards, chats and other online tools are important in attracting this demographic. (Maughan) Christian publishers have also used this technology to create sites where tweens can learn about ways to become active in their community, read a daily devotional and link to sites of Christian book publishers. This may be something that the Jewish community at large could work on. The
limited resources of the Beth-El Library may prevent us from providing this type of resource on our own. However, the library can provide access and information about sites that provide information about Jewish holidays and other aspects of Judaism. Another marketing tool used by publishers for this age is to provide value added premiums and goodies to their books. (Maughan) The library could similarly incorporate into its marketing campaign bookmarks, magnets and other tangible items to encourage the youth to utilize the library.

A significant aspect of marketing youth services is determining a brand with which they will identify. Good branding drives the strategy behind the experience that the library provides to its patrons. It begins with an understanding of what the library currently means to its customers (brand identity) and what the organization wants the library to mean to its customers (brand aspiration). (Dempsey) Brand aspiration in every aspect of the customer experience—from visual materials to service to the collection—is what differentiates those that succeed from those that have goals, but do not achieve them. It is key to view every interaction with the customer as an opportunity to seal the brand. The brand must be used consistently. The brand—“Find Yourself in the Library” can be used consistently for all demographics of the Beth-El Zedeck Library. It may have different meanings to different groups of people but it can have some meaning to everyone.
Market Audit and Research

It is essential to analyze the current products and services that the library is providing to determine the strengths and weaknesses of the library before pursuing a marketing plan. Along with this, it is imperative to complete a needs assessment to identify gaps between current conditions of the library and the desired conditions. An environmental scan is one type of needs assessment. It evaluates how the external environment affects the library. Another evaluation tool is a SWOT analysis, which is a way of measuring the internal strengths, weaknesses, opportunities and threats to the library. There are many ways to obtain the data to perform these analyses. One such method is to perform a survey of the demographic being targeted to determine their needs and whether or not the library is meeting them.

Analysis

The Congregation Beth-El Zedeck Library caters to its 850 families who are members. It also serves the Early Childhood Center and its 200 students, their families, the teachers and the staff of the synagogue. People in the community at large are welcome to use the library, but seldom do. Because of the limited resources of the synagogue and the library in particular, there is no effort made to provide for the outside community, but anyone who comes in is welcome and able to use the resources that the library has to offer.
There is a core group of about 20 member families that use the library regularly. Most of these families have younger (preschool-early grade school age) children. There are 250 children in grades Kindergarten through 10th grade who come regularly to religious school and have access to the library. On most Sundays (religious school days) no religious school students use the library. The teachers use it to borrow books to read to the younger classes and some teachers borrow videos to show to the older classes. The preschool children and their teachers use the library regularly for story time and to check out books. Their families rarely come to the library. The staff of the synagogue borrows books for research and leisure reading on a regular basis. The librarian is available on Thursdays from 9 a.m. until 4 p.m. and on Sundays (when religious school is in session) from 9 a.m. until 12 p.m. The library is available for use whenever the synagogue is open, except during Shabbat and holidays.

There are four other synagogues in the Indianapolis and surrounding suburbs. Only two of those synagogues have libraries. There is also a Jewish Day School in the community and it also has a library. In addition, there is a Jewish community education center (the Bureau of Jewish Education (BJE)), which also has a library. The BJE library is open to the entire community. The others are established for their own members and students, but would most likely not turn away someone who comes to them with an interest in Judaism. The public libraries in both Marion County and Hamilton County serve the majority of the members of the congregation. They have some books with Jewish
content, but the collection of books on Judaism and with Jewish themes and characters is limited.

The Library’s goal is to serve the needs of the member community, the Early Childhood Center and staff by providing books for basic Jewish research and leisure reading. The aim is to provide information that the community cannot obtain easily elsewhere, either through their public library and/or their school library. There is very limited programming because of the limited resources of the library. There is an on-going book club run by about ten members that meets in people’s homes, but is supported and promoted by the library. There is story time with some of the preschool classes on an ongoing weekly basis and there is library day for several of the older preschool classes to check out books. I write an article in the congregation’s monthly newsletter entitled, “In Our Libraries”. I also promote the library through Goodreads and Pinterest. There has been little interest by the congregation in the social media marketing, but I continue to try and to let people know about it in the monthly article.

Environmental Scan

Political Factors

The Jewish population of Indianapolis and its surrounding area is 10,000. That is 1% of the population of the area. (Jewish Federation of Greater Indianapolis) The Jewish population of the area has remained fairly steady over the last few years. The governments of
Indianapolis and its suburbs do not have a direct affect on the operations of the synagogue or the library. The general infrastructure of the area is stable and growing, which can only be beneficial to the synagogue in terms of membership.

**Economic Factors**

The economy of the area is stable, but has been affected by the recent recession. The Jewish population of Greater Indianapolis is no different than the community at large. The loss of income by members has affected the synagogue through a decrease in dues that it receives. This has created a challenge for the synagogue over the past four years in budgeting and allocating resources. The library, as a small department of the synagogue has also seen a reduction in its budget. This affects programming, services, and the growth (or lack thereof) of the collection.

**Social Factors**

Social factors that have an influence on the synagogue and its library include an interest in spirituality and religion in general. Over the past decade there has been a downward trend in identification with religion overall and with Judaism specifically. (Kosmin) More and more people are not identifying themselves as being Jewish. Part of the reason for this is disaffection for Judaism and part of this is intermarriage. (Kosmin) This has not had a major affect on the Jewish population, nor has it had a significant affect on the membership of the
synagogue. It is however, something to keep in mind when planning for the synagogue and its library. The classification of “who is a Jew” is not what it used to be and the library has to be cognizant of this when programming and building its collection.

**Technological Factors**

The world outside of the synagogue has exploded over the past decade technologically. The synagogue and its library have tried to keep pace in some respects, but have not been overly successful. The synagogue has a website and sends out e-mail blasts on a regular basis. The website could be greatly improved and more and better communication via e-mail is possible and should be a goal. The limitations are the result of several factors. The Rabbis of the synagogue are not comfortable with technology. This has a large influence on the entire synagogue. In addition, budgetary constraints have limited the manpower and resources to keep up the technological pace. The library has three computers for patron use. They are about 6 years old. The library catalog is available through the synagogue website, but is not accessed very often. Most of the congregation is unaware of the catalog access despite many newsletters informing them. There are no databases or e-books available through the library. Although, I would love to be able to provide these resources and more current computers, I don't think that it is realistic in the current economic environment. I would like to improve the presence of the library on the website in the near future.
SWOT Analysis

Strengths

The strengths of the library are that it has a fairly large collection for a synagogue of its size. It also has a limited patron base to which it needs to cater. Another strength of the library is that it has the support of the board of directors, the clergy of the synagogue and the rest of the staff of the Early Childhood Center and the synagogue. Everybody feels that it is important for the synagogue to have a library to provide resources of Jewish content to the members and students. It is in a centralized location of the synagogue and has tables and chairs for adults and older children and beanbags for children. Another asset of the library is that it has many items that members and students are unable to find easily elsewhere. Fortunately, for the library, there is a fairly large pot of money received through donations directly to the library over the years (and not spent) that can only be used for the purchase of books.

Weaknesses

The weaknesses of the library include the lack of a presence in the minds of most of the congregation. Over the past ten years, there has been a large turnover in librarians for the library. This has had a detrimental effect on the functioning of the library. I have been at the library for about 15 months and that is the longest term for a librarian over the past ten years. Another limitation is the fact that monetary
resources are very limited which affects the technological advancement of the library as well as the ability of the librarian to create any programming or promotion.

**Opportunities**

The most obvious opportunity is to increase usage by the members of the synagogue. If a larger segment of the congregation realized the value of the library, I think it is likely that either members and/or the board of directors would determine that it is important to invest in improving the library through technology and programming. Key to this opportunity is creating awareness of and conveying the value of the library to the members.

**Threats**

The largest threat to the library is its lack of growth. If it remains stagnant, then it will become more and more less relevant. If the library cannot keep up technologically and cannot compete with programming from other sources, then it will lose any possibility of becoming a presence in the minds of the congregation.

**Original Data**

One primary data collection tool that could be used to determine the needs of the patrons and how those needs are being met would be a survey of students in grades 4 through 8 who are students in the religious school. I would ask the teachers if we could take ten
minutes during a class period to have the survey completed. I would provide a lollipop for each student who completes a survey so that they would be more likely to complete it and hopefully, spend time answering the questions. (See Survey attached in the Appendix)

**Market Segmentation**

The youth ages 8 to 14 are an important demographic in the life of the synagogue. They make up about 50% of the students of the religious school. An added bonus of appealing to this age group is that their parents still drive them around. This creates an automatic secondary target audience when the kids ask their parents to take them to the Beth-El Zedeck Library or talk about what they experienced in the library in the car ride home after religious school.

Because the research shows that children who began reading and going to the library regularly before the age of 12 are more likely to use the library as adults, it is essential to reach these children. (Dimick)

The most effective products and services for children appeal to their most important needs-play, sensory appeal or gratification, and affiliation. Therefore, programs such as reading programs that are fun have kid appeal. Using music, movement and color and providing spaces that are welcoming to children is important in attracting them. (Dimick)

Boys and girls in this age group, as opposed to teenagers, are interested in similar books. Both boys and girls can be interested in the same book or series. This is beneficial when programming or collecting
for this group because you can meet the needs and interests of everyone at the same time. (Maughan) Obviously there are some books that would be of interest primarily to boys and some to girls, but there is more overlap of interests in the age group than in teens. Tweens want to talk to each other. They are very affected by their peers. (Maughan) They use Instagram, Snap Chat, texting and other methods of communication to stay in the loop.

The 50% of the religious school that make up this demographic are kids that have been going to religious school (and complaining about it) for several years. They are tired of the usual routine at religious school and would welcome a change. They are also very busy with sports, Hebrew school and other extra-curricular activities. Their time is limited and finding time to come to the library, especially the synagogue library, which is not convenient to most members, is very limited. Therefore, any attempt to attract this group must be done either online or while they are in the synagogue. As a result of my limited time in the library and resources, I feel that I should focus my efforts on one program to get this age group into the library during religious school hours when they are in the building anyway.

These kids are at a stage of their development where they are trying to determine where they fit into their world and their community. Showing them how other Jewish kids fit into their communities through novels and non-fiction books about Jewish kids would help them to better understand their place. It is also important for kids at this age to be able to identify with the characters that they are reading about. Therefore, books with Jewish characters may be easier for them to
identify with than books that they would get in the public and/or school library where the religious affiliation of the characters is either not mentioned or is Christian.

Service Identification

In order to meet the needs of this segment by providing them with access to books and other materials about characters with which they can identify, I would like to begin a religious school book club for these grade levels. It would be voluntary. The children could choose to come to the book club, during religious school, or stay in their regular class. Religious school lasts two and a half hours. I would have each group meet for half an hour to forty-five minutes. I would group the 4th & 5th graders together, the 6th & 7th graders together and determine if there is enough interest with the 8th graders to have their own group or to combine them with the 6th/7th graders. For the first session, I would choose the book for each group. I would need to purchase, with the donated funds, enough books so that each child could bring home the book to read. I would give them a month to read it. We would meet monthly thereafter. I would create a short fun and engaging activity related to the book since this demographic becomes engaged through “play”. Being part of the book club group and discussing characters and themes to which these kids can relate will bring their Jewish identity more in focus. The need for these kids to be part of a group and to
communicate with their peers would assist in making this program successful.

This service would fall under the category of Market Development of Ansoff’s Matrix. The goal is to increase the use of the library by using existing products (books we already own) to attract a new market (youth in grades 4-8).

**Mission**

The library’s mission is to provide resources and an environment that promote intellectual curiosity and enhance the experience of Jewish life and studies for the members of the congregation, the Early Childhood Center and religious school teachers, families and students, and staff members of the congregation.

**Goals & Objectives**

The goal of this library campaign is to bring the middle reader age youth into the library to use the materials and to have a deeper understanding and appreciation about their Judaism. It is important for these children, as they are developing whom they are, to gain a strong identity with their religion in order to enhance their Jewish lives now and in the future.
Strategies & Actions

The strategy that I plan to use to get them into the library is to create a book club during religious school time so that they see that there are books in the library with which they can identify. In order to do this, I will have an activity associated with the book for about 10-30 minutes of the time period because kids like to be active. The activities can include a small art project, a game or making a quick food item. The activity would have some connection to the book that we are discussing. Then we would have a 10-15 minute discussion about the book and how it relates to them or to their Judaism. We will meet monthly for about 30-45 minutes during their regularly scheduled religious school. I would like to do a contest for any kids who want to do more than the book club. They can create a poster at home about the book they've read. I would give prizes for their effort. I will advertise the book club before it starts. I will also, in connection with the book club, create posters to promote the library as a place where the youth can find people with whom they identify in books and videos.

Timeline

Because of my limited time in the library and the fact that it is already almost halfway through the school year, realistically I don’t think the actual book club will start until the fall of 2013.

• December 2012 – Create Marketing Plan
• December 2012-Discuss with Education Director & meet with religious school teachers about their thoughts about
how the library can assist them in educating the youth and what the youth would be interested in. This will help me to create the survey of the kids.

- December 2013-Create survey
- January 2013-Pass out survey to youth in grades 4-8 to determine needs and wants; Analyze surveys and determine if this plan will meet those needs and whether changes need to be made either to the plan or the collection
- February 2013-Discuss results with Education Director
- February 2013-Make posters for youth to begin thinking about the library as a place to find books they can’t find elsewhere
- March 2013-Discuss with Education Director and religious school teachers the curriculum of the different grades and look for books that are related
- April 2013-Create Bookmarks similar to the posters to pass out to the targeted audience before the end of religious school the first Sunday in May. Talk to kids as I’m passing out the bookmarks about the book club coming in the fall.
- May 2013-Order books for first book club sessions
- June-August 2013-Work on lesson plans for first sessions
- July 2013-Create a letter to go out to parents with children in the targeted audience about the program and to encourage their children to sign up; Send out letter with information about religious school sent by Education Director to save cost
• July 2013-Write article about this new program and the value of it for monthly newsletter article or ask if I can write a separate article just about this program in addition to my regular monthly article about the library
• August 2013-meet with religious school teachers to promote through WOMM
• September 2013-First day of religious school-talk to the classes about the program and have sign-up sheets
• September 2013-Week after first week of religious school-pass out books to those who have signed up
• October 2013-Begin Book Clubs-one each week
• October 2013-December 2013-Evaluate and discuss with Education Director

Roles

I am the sole librarian, so I will assume all of the roles in pursuing this campaign. It may be necessary to enlist the help of the Programming Director of the synagogue to assist with creation of some of the communication pieces. I will also enlist the support of the Education Director and the religious school teachers to promote it.

Budget

The total annual budget for the library is less than $1000, not including my salary. Because there is really not excess money available to spend on this endeavor, I will print all materials in-house
with materials that are as high quality as I can find. If I can find a member who owns a printing company, I will ask consider asking for a donation of printing services since it is a small project. However, I don’t know of anyone and if there were members, I would need to ensure that the administration of the synagogue was comfortable with me asking. It is sometimes better to save those types of favors for larger programs. I will use my limited funds to purchase the materials for the activities. Fortunately, purchasing the books to read will not be a problem because there is more than $10,000 in the children’s book fund, so I won’t have to take that out of the budget.

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<td>Contest Prizes</td>
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**Communication**

**Promotion**

The promotion of the campaign to “Find Yourself in the Library!” will be through several means. Posters around the synagogue will encourage the members to use the synagogue; these will be specifically geared toward the targeted audience, but can be appreciated by everyone. Bookmarks with the same message will be distributed to
the targeted market in the spring. WOMM will be used through the religious school teachers and the kids in the spring and again in the fall. A “press release” will be written for the synagogue newsletter and direct marketing to the parents of the target audience through a letter will also be used.

Several methods will be used to encourage participation. Bookmarks will be provided to every child in grades 4-8. If I am able to print more, I will pass them out to all of the religious school students. The youth who choose to will participate in the book club and will do an activity during the meeting. In addition, I will offer a contest for those who want to create a poster about their book and will display them in the library and provide small gifts for all who participate in the contest.

**Message**

The message of the entire campaign is, “Find Yourself in the Library!” both figuratively and physically. This will be a part of all communications. The goal of the campaign is to create **Awareness** about the unique resources in the library that the members cannot find elsewhere. Posters, letters to parents, face-to-face communications, bookmarks and articles in the synagogue newsletter will be used to make the congregation aware about what is available. To create **Interest and Desire**, the bookmarks should be a good way to communicate to the kids because they will be attractive and fun. The letters to the parents will provide them with information about how important it is for children at this stage to have something or someone
with which to identify. Since parents always want what is best for their children, they will want to encourage them to be involved in the book club to support their Jewish identity. I will include business cards with a QR code to the library website with the letter to the parents and provide them to the teachers when I speak to them. This will help to encourage the parents and teachers to see what the library has to offer. I hope to be able to have these business cards available in the library to better inform the congregation about the library and the availability of the catalog online. The message will be driven home through the book club and the poster activity-the Action. The kids will see how they can “find themselves”, or characters with whom they can relate, in the library through these activities.

**Branding**

The Beth-El Zedeck Library is a part of the larger organization, the synagogue, Congregation Beth-El Zedeck. Therefore, the ability to create a brand for the library is limited because I am required to comply with the design standards of the synagogue. All communications with the brand must have the logo picture and the name written in Cambria Regular or Arial font. The name and logo can be printed in black or dark blue. I also, unfortunately, do not have control over the name of the library. It is actually named for several people who have donated money in the past, but I am not required to
use that mouthful of names on promotional materials.

I do, fortunately, have the ability to make decisions about taglines and other communication matters. The tagline that I will use for this campaign is: **Find Yourself in the Library!** I will make the tagline font a little more fun, since the name and logo are bland. However, I know that I can't go too crazy because it needs to blend with the name and logo. I will use either Arista Light 2.0 or Noteworthy for the fonts of the tagline. I will use Aqua or Maraschino for the colors of the font. Both are eye-catching but not too crazy.

**Tagline:** **Find Yourself in the Library!**

**Public Relations**

Public Relations for this campaign will be through several means. One will be WOMM to the teachers of the religious school. My good working relationships with the teachers will be beneficial to me when I meet with them to discuss the campaign. The teachers have a strong influence over their students and to a lesser extent, the parents of the students. Talking to the teachers about the benefits to the children of getting them to use the Beth-El library and learning about
their Judaism, will help them to be able to convey this idea to their students. The newsletter article that I write on a monthly basis for the congregation about the library is another public relations tool that I will use to promote this campaign. It has created a long-term relationship between the library and the congregation. I will explain in the newsletter the benefits of the library for our youth (and for the adults) and the book club program. One other key form of Public Relations for the library and the campaign will be to create an elevator speech. Because I am both the librarian and a member of the congregation, I come in contact with many different audiences that are part of the synagogue. My elevator speech will help to sell the library to the congregation as a whole, so that the value of the library is better understood. It can be tailored with a different question, depending on the audience. The basic speech is:

“I’m Jane Gabovitch Morrison, the sole librarian of the Beth-El Zedeck library. Have you wondered why we say some prayers during a service while standing and for others we remain seated? It’s because standing is a sign of respect. Originally, Jews stood for all prayers, but as the service got longer, it became the custom to only stand for the “more important” prayers. This and so many other questions can be answered in the Beth-El Library. Did you know that the library has tons of resources that you can’t get at the public library? You should come in and find out for yourself what new things you can discover about Judaism and yourself in the library.”
Publicity

I will use several approaches to publicize this campaign. I will create bookmarks to give to the youth. They will have the tagline and a picture geared to the target audience (See attached in the Appendix). In addition, when I send out the letter to the parents about the program and when I speak to the religious school teachers, I will provide these adult groups with business cards, which include a QR code to the Library website where there is a link to the catalog. These can also be placed in the library. I don’t think that many congregants are aware of the existence of the online catalog and may be more likely to use the library themselves and/or encourage their kids to use it, if they had easy access to the catalog. (See attached in the Appendix) I will also create several 11 x 14 posters (the largest we can create in-house) to place in the windows of the library and in the hall of the religious school classrooms; these will also be targeted to the youth. (See attached in the Appendix)

Advertising

Advertising will not be a part of this campaign. The campaign is directed to a very limited audience, the youth of the synagogue in grades 4 to 8. The secondary audience, the members of the congregation and the religious school teachers, are also a limited and easily accessible group. In addition, the limited resources available to the library make advertising unrealistic. If there were a good response by the kids, I would consider and request from the congregation administration that I be able to solicit sponsors to cover
the expenses of the activity materials and other small expenses. I would begin by asking the parents of the children who are involved to sponsor the program. Other congregants who have shown an interest in the library or in education of our youth could also be approached. Any families that sponsor would be acknowledged in the congregation newsletter.

**Advocacy**

The campaign to market the library to the youth of the congregation is the beginning of the larger campaign to make the members of the congregation more aware of the library at the synagogue and what it can offer to them. If the youth begin to see its value, it is my hope that their teachers and parents will also. Once these children and their parents start talking about the library and the resources they have found that they could not find elsewhere, I am confident that youth in other grades and other parents will also. Hopefully, this will further expand to grandparents and other members of the congregation.

**Internal Marketing**

Since I have no library staff, the Education Director and the religious school teachers are important players in this campaign. They need to understand how the library can assist them in educating the children and themselves. Their support in conveying the value of the library to the students is key to the success of the campaign. I will meet
with them initially to determine their thoughts about the needs and
wants of the students. I will meet with them to discuss the results of the
survey and to discuss the curriculum that they want me to enhance
through the book club. I will also meet with them before the school
year to explain again why I am doing this program and the benefits to
the kids and to them. I will also touch base with them throughout the
campaign to discuss any issues or recommendations that they have.
Keeping them in loop will make them feel more ownership in the
campaign and will create a good collaborative relationship between the
education arm of the synagogue and me (the library).

   It is also important to maintain an ongoing dialogue with the
clergy, the Program Director and the Executive Director of the
synagogue. They are all well-respected by the members of the
congregation and if these Ambassadors understand the value of the
library and are able to and vested in promoting it, that will only enhance
the success of the campaign.

**Evaluation**

   I will evaluate the program by comparing circulation statistics
from 2011 and 2012 to 2013. It will be easy to compare the number of
youth items checked out during those time periods. I will also compare,
through observation, the number of people who visit the library in those
time periods. Because use of the library currently is so limited, it will be
simple to compare any increase in visits. After the first book club
meeting of each group, I will provide the youth who attend and their teachers a brief survey to complete to evaluate the success. The survey will include the following questions for the kids:

- Did you enjoy the book club?
- Tell me one thing you learned during the book club?
- Will you sign up for the next book club?
- If not, why?
- If so, what type of book would you like to read? You can provide a title or a type (fiction, nonfiction, mystery, romance)
- If so, what kinds of activities would you like to do?

The survey for the teachers would be given to them a few weeks after the first book club and would include the following questions:

- Do you feel that the students that participated in the book club learned from it?
- If not, do you have suggestions about how it could be done better?
- If so, do you think it was beneficial for the students?
- Would you recommend this program to all of your students?
- Why or why not?
The synagogue has this hidden treasure in the library. Most of the congregation and even some of the staff are unaware of the value that the Beth-El Zedeck Library can provide to them. My goal with this campaign is to begin to show the members of the congregation that having access to materials about their religion and using them will enhance their practice of Judaism and their lives in general. At this point the members don’t realize that there are a lot of resources in the library that they cannot find anywhere else in the Indianapolis area.

This campaign is the beginning of making the congregation aware of what they have. Because of the limited time and resources of the library and the lack of interest by librarians who were not members of the congregation, there have not been any true marketing campaigns to promote the library. By bringing in the youth of the congregation, this campaign would be the start of a growth of awareness about the benefits of the library.

My hope is that in creating the excitement about the library from the youth, up through their parents, teachers and grandparents, the rest of the congregation would also become apprised of how the library could be a part of their Jewish lives. If more of the congregation became strong supporters of the library, I have confidence that the resources available to the library would increase and in turn the library
would be able to improve its service, its collection and be able to meet the needs of the congregation in ways that they cannot imagine!
Bibliography


Sample Survey:

Congregation Beth-El Zedeck Library
Interest Survey

We are trying to find out what improvements we could make to the Beth-El Zedeck library to make it more tempting to the students in grades 4 to 8. This survey should take you less than 10 minutes. We appreciate your help!

Instructions
Please circle your answers to the questions below and fill in blanks, when appropriate, to provide information about your use of the library at Congregation Beth-El Zedeck.

1) Circle the one answer for each of the following:

| a) How many times in the past 12 months have you been in the synagogue library | 0 | 1-3 | 4-6 | More than 6 |
| b) How many times in the past 12 months have you been in the public library | 0 | 1-3 | 4-6 | More than 6 |

2) If you have been in the synagogue library at least once in the past year, please identify your reasons. **Circle all that apply.** If you have not been in the library in the past year, skip this question.
   a) To look for a book
   b) To use a computer
   c) With a class
   d) For a meeting
   e) To read a magazine or book
   f) Other, please specify__________________________________
3) What types of resources would you enjoy in the Beth-El Zedeck Library?

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<tr>
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<th>No Interest</th>
<th>Some Interest</th>
<th>Not Sure</th>
<th>Interested</th>
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<td>Jewish Teen Magazines</td>
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<td>Wireless Access</td>
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<td>Program for Youth about computers</td>
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</table>

4) Would you be interested in participating in a book club during religious school time?
   a) Yes
   b) No

5) What kinds of activities do you enjoy?
   a) Art Projects
   b) Games
   c) Cooking
   d) Music
   e) Other, please specify__________________________________________

6) What is your age?
   a) 8-9
   b) 10-12
   c) 13 or older
7) What is your gender?
   a) Male
   b) Female

8) If you have any ideas about things (books, magazines, programs, computer programs, etc.) that the Beth-El Zedeck Library should offer that would be of interest to you or other teens, please list them here (feel free to write on the back, if you need more space):

________________________________________________________________________
________________________________________________________________________
Congregation Beth-El Zedeck Library

Find Yourself in the Library!
Congregation Beth-El Zedeck Library
Find Yourself in the Library!

Discover what you are looking for in the Beth-El Library!
Find Yourself in the Library

Ask your religious school teachers about the Beth-El Zedeck book club!
It’s going to be so much fun!