Research4Life Advocacy Toolkit & Marketing Plan Exercise

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Background

- Research4Life background – www.research4life.org
- 'Group B' institutions
- Need for Advocacy Toolkit
- Additional uses of Toolkit
- Marketing Plan exercise
- Commonality of library issues

Overview of Advocacy Toolkit

- Advocacy for Change: A Research4Life Advocacy Toolkit for Librarians

- Taskforce from R4L Comms and Capacity Development teams

- Completed in October 2018

- Available to all R4L institutions although geared toward advocacy work in Group B institutions.

- Over 100 copies have been downloaded

Structure

- **Background/Definitions**

- *"Advocacy is the **on-going process** of building partnerships so that others will act for and with you, turning passive support into educated action for the library media program."* American Association of School Librarians (2005)

- *"Advocacy is a planned, deliberate, sustained effort to raise awareness of an issue. It's an **ongoing process** in which support and understanding are built incrementally over an extended period of time."* Canadian Association of Public Libraries (2001)

Types of advocacy

- Collecting evidence: Gathering data about your library or conducting surveys

- Attending professional development: Following a course or training

- Being a member of association or task force

- Communicating with decision makers

- Attending faculty or staff meetings

- Attending conferences and making presentations

- Collaborating and networking with other librarians

Advocacy – 5 Step Plan

Activity 1. Can you identify and list other types of advocacy efforts?

Activity 2. What can your library offer? Make a list of the available e-resources and describe the benefits of each.

- **Step 1: Identify the challenge you face**

Before starting to plan your advocacy strategy it is important that you ask yourself several questions that will help you shape in the best way your efforts as well as to identify problems and opportunities.

What is the problem you are trying to solve?

Activity 3. Can you describe the problem you are trying to solve in a clear statement?

- **Step 2: Setting up specific goals and objectives**
- What is the main goal you aim to achieve?
- What are the long and short-term objectives that build towards your goal?

- **Step 3: Identifying and analyzing your target audience**
- Once you have identified your problem, goals and objectives you should build an understanding of the audience you are trying to reach.
- You need to identify your advocacy target audience or audiences.
- List your target audiences so then you can work out how to influence them.

Activity 4. Who is your target audience? List the different types of audiences you are trying to reach and provide a brief description of them.

- **Step 4: Mapping out your resources and capabilities**

Activity 5. List the resources that your library has and the ones you can develop yourself to help your advocacy strategy.

- **Step 5: Developing a strategic plan and activities**
  - Organize library open events and invite administrators to attend
  - Conducting Interviews
  - Marketing your library
  - Social Media Advocacy

Activity 6. Write down a mix of tools and activities you wish to implement for your communication strategy and organize them in a calendar.

- **Step 6: Monitoring and evaluating your results**

  - Open events: How many people attended? Where they satisfied with the event? You can conduct a small satisfaction survey about your library event.
  - Interviews: Did you gather the intended data you wished to obtain? If not, why?
  - Workshops: Create a small survey before and after the workshop and ask the attendants to give you feedback about their experience.
  - Social Media: What were your specific objectives for this activity? Likes?
  - Analyze your results and reflect on how you can improve your next workshop

R4L Marketing Plan Exercise

- Developed as part of the Marketing Plan presentation

- A spreadsheet that is completed manually; often done in groups

- User Groups are listed horizontally

- For each group, the participants will note Information Needs, Resources, Ideas to promote resources, Survey questions, Distribution of survey questions & Evaluation of marketing plan

Research4Life Marketing Plan: Name of Institution_____ Date_____

Client Groups/Marketing Segments (e.g. faculty, researchers, specific undergraduate and post graduate students groups, staff, others)

a-	b-	c-	d-	e-

Information Needs (check appropriate categories for each group listed above)

current research info	current research info	current research info	current research info	current research info
research review info	research review info	research review info	research review info	research review info
field project info	field project info	field project info	field project info	field project info
clinical information	clinical information	clinical information	clinical information	clinical information
evidence based research	evidence based research	evidence based research	evidence based research	evidence based research
current updates	current updates	current updates	current updates	current updates
teaching strategies	teaching strategies	teaching strategies	teaching strategies	teaching strategies
statistics	statistics	statistics	statistics	statistics
other	other	other	other	other

R4L & Internet Resources (check appropriate categories for each group)

R4L research journals	R4L research journals	R4L research journals	R4L research journals	R4L research journals
R4L review journals	R4L review journals	R4L review journals	R4L review journals	R4L review journals
R4L e-books	R4L e-books	R4L e-books	R4L e-books	R4L e-books
other R4L resources (list)	other R4L resources (list)	other R4L resources (list)	other R4L resources (list)	other R4L resources (list)
Internet resources - grey literature or thesis databases (list)	Internet resources - grey literature or thesis databases (list)	Internet resources - grey literature or thesis databases (list)	Internet resources - grey literature or thesis databases (list)	Internet resources - grey literature or thesis databases (list)

Client Groups/Marketing Segments (e.g. faculty, researchers, specific undergraduate and post graduate students groups, staff, others)				
a-	b-	c-	d-	e-

Ideas to Promote R4L resources for each group (list groups again in line below)				
a-	b-	c-	d-	e-
websites/social media	websites/social media	websites/social media	websites/social media	websites/social media
training workshops	training workshops	training workshops	training workshops	training workshops
direct e-mailing	direct e-mailing	direct e-mailing	direct e-mailing	direct e-mailing
advertisements/posters	advertisements/posters	advertisements/posters	advertisements/posters	advertisements/posters
leaflets/newsletters	leaflets/newsletters	leaflets/newsletters	leaflets/newsletters	leaflets/newsletters
events	events	events	events	events
word of mouth	word of mouth	word of mouth	word of mouth	word of mouth
other	other	other	other	other

Survey Questions (list a minimum of 10 that would be repeated for each group)				
1-			6-	
2-			7-	
3-			8-	
4-			9-	
5-			10-	

Client Groups/Marketing Segments (e.g. faculty, researchers, specific undergraduate and post graduate students groups, staff, others)				
a-	b-	c-	d-	e-

Distribution of Survey Questions - list groups again and check (some applicable for multiple groups)				
a-	b-	c-	d-	e-
distribute by email	distribute by email	distribute by email	distribute by email	distribute by email
Internet/social media	Internet/social media	Internet/social media	Internet/social media	Internet/social media
library users	library users	library users	library users	library users
meetings	meetings	meetings	meetings	meetings
classes	classes	classes	classes	classes
other	other	other	other	other

Evaluation of Marketing Plan - check (some applicable to multiple groups)				
number of presentations	number of presentations	number of presentations	number of presentations	number of presentations
use of email/social media	use of email/social media	use of email/social media	use of email/social media	use of email/social media
R4L use in assignments	R4L use in assignments	R4L use in assignments	R4L use in assignments	R4L use in assignments
increase of logins	increase of logins	increase of logins	increase of logins	increase of logins
other	other	other	other	other

Other (planning) Notes				

Marketing Strategy completed by:

National University of Samoa – Nursing Lecturers, December 2013

Exercise 1: Client Groups

Students Nursing Health Science	Lecturers	Nurse Clinicians

Information needs
   • Evidence based literatures
   • New health information
	• Current updated information for assisting students in teaching and learning
	• Review and Research purposes
	• Gain new strategies for teaching
	• Health Comparative data globally and regionally
	•
		• Current updated practice information for safe practice and evidence based practice
		• New strategies for caring clients
		• Usage of updated practice guidelines e.g Protocols , policies etc
		•

Ideas to promote use of HINARI
  1. Arrange with librarians for the access to HINARI
  2. Making it compulsory website for nursing & health science students
	1. Educate other lecturers for using HINARI by trainers
	2. Work collaboratively with librarians to train, use and promote HINARI
	3. Making sure HINARI is accessible , sustainable and available for all staff in NUS
	4. Keeping close links with trainers of HINARI to ensure currency of informations
		1. MOH and NHS should ensure that nurse clinicians and allied health professionals are able to access HINARI for the update/enhance practice

Exercise 2: Library or organizations

Physical environment	Manpower	Resources/internet access	Needs(electronic)
- Limited space/crowded -	- Capacity building for staff(trainings)	- Not enough computer resources - Internet slow access	- More computers with Microsoft updated versions

Exercise 3: Promotion

Promotion tools	Role of unit staff	Evaluation of potential Marketing Plan
1. Circulate promotional emails on the internal web in NUS	- Continuous usage and promoting HINARI by the lectures in Nursing	- Assessment of students
2. Establishment of POLHN centre in NUS	- Use HINARI as an assessment criteria for Nursing students	- Staff able to conduct more researches and publications
3. Reviving existing POLHN centre at MOH		- Able to develop a Nursing Journal as a result of more researches from Samoa

Exercise 4: Survey

Survey Questionnaire

1. Can you access HINARI in your workplace or library?
2. Is HINARI useful for updating the information you need?
3. What features of HINARI is useful for you?
4. What problems do you come across while accessing HINARI?
5. Are you familiar with all features in HINARI usage?
6. Who do you contact when you have problem accessing HINARI?
7. Would you recommend HINARI to your colleagues and friends?

Distribution of survey

1. Using email(electronically)
2. Giving questionnaire to students and staff
3. Giving questionnaire to nurse clinicians

Increasing usage of HINARI

1. Feedback from staff and students
2. Word of mouth with colleagues and nursing staff

Resources available at:

- https://www.research4life.org/training/other-resources/

- Download
  - Advocacy Toolkit
  - Marketing Strategy Module
  - Marketing Strategy Exercise

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