



WINNIPEG PUBLIC LIBRARY

INFORMATION AND REFERENCE SERVICES STUDY

**FINAL REPORT
SEPTEMBER 2012**



IDENTITY | INFORMATION | IMPACT



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and Associates**

EXECUTIVE SUMMARY

The City of Winnipeg is a vibrant and growing city with a projected population growth of 28% by 2036. Consistent with national trends, the population of Winnipeg is aging; 49% of the population is 40 years old and older. 19% of Winnipeg citizens defined themselves as immigrants, most of whom arrived in Canada prior to the 1990s. Winnipeg is a destination for many more new Canadians who will come to call Winnipeg home in upcoming years.

The Winnipeg Public Library is a large urban system comprised of a stunning Central Library (Millennium) and 19 branches located across the City. It offers programs, services, and collections of all kinds to all citizens. Users visit its many locations, and connect with staff by phone and via electronic means. The Library's website is becoming a critical link to the community.

In light of changes to library users' information-seeking habits, the Library sought the services of a consultant to study its Information Services, Readers' Advisory and Interlibrary Loan Services. ***Libraries in Transition*** undertook this project, using a variety of strategies as follows:

- conducted Research in the area of Library Trends;
- prepared a Community Profile of Winnipeg;
- compared Winnipeg Public Library's Performance Indicators to other similar Canadian libraries;
- reviewed Winnipeg Public Library's own Performance Indicators;
- conducted an Overview of Current Services;
- engaged a range of stakeholders in Consultations; and
- analyzed findings leading to Recommendations.

Overall findings of the Study show that the community loves its Library and the programs, services, and collections it provides. People want more collections and immediate access to them. Users want more technology services (e.g., e-books) and look to the Library to provide assistance and training in the use of e-readers, using the library catalogue, setting up email, database searching, and using mobile apps.

The Library received a very high return number of responses to a Community Survey prepared by the consultants and launched on the Library and City's website (438 responses received, of which 362 were completed, for an overall completion rate of 83%); due to the non-random nature of the survey, it is not considered statistically significant. Although looking to solicit information specific to Information Services, Readers' Advisory and Interlibrary Loan Services, the Community Survey revealed that these services are not as well used as others. In fact, the Survey showed that the top five services used were:

- borrowing print materials;
- accessing the Library's website;
- accessing the Library catalogue;
- borrowing video/DVD's or VHS tapes; and
- accessing the internet or using computers.

Survey participants demonstrated a lower usage of the Information Services in the past year. Of the services used:

- 55% had used Information Services in the past year;
- 31% had used Interlibrary Loan Services; and
- 21% had used Readers' Advisory Services.

By far the reasons most often provided regarding non- use were the access to alternative sources of information, most of them related to the immediacy and convenience of personal devices such as smart phones, tablets, and others, and the lack of awareness of these services.

Through an open-ended question, the Survey also solicited ideas to improve the Library's marketing efforts. From these, social networking along with more traditional media such as radio, television, and newspaper ads ranked high.

When asked to identify future areas for improvement, survey respondents prioritized the following five services. These reinforced the need for the Library to consider traditional as well as new ways of communicating with users and accessing, capturing, and delivering services.

Areas for improvement are:

- more print materials;
- more e-books;
- more/better hours of operation;
- improved library website; and
- more programs, events, or workshops.

Additional research and study of the Library and its operations highlighted the following important themes when planning for the future of Information Services at the Library: Identity, Information and Impact. (Detailed recommendations are provided in Section 8 of this Report)

IDENTITY

"Identity" captures all aspects of how well the Library presents itself and its services to its customers. For purposes of this Study specific to Information Services, Readers' Advisory, and Interlibrary Loan Services, this includes all aspects of customer services, physical layout and design of facilities, organizational groupings of services, marketing, and signage.

Key Recommendations that respond to Identity are:

1. Redesign these services to become one blended **Customer First** service called **Ask Me!** available at all service points throughout the Library system, delivered by friendly, skilled Library staff.
2. Reorganize and rename select service areas at Millennium.
3. Improve physical layout and appearance of service desks to promote a welcoming, accessible, and attractive environment with open, clutter-free spaces.

4. Augment all marketing efforts to promote this repurposed service through consistent and simplified signage and by using all media at hand including social networking and an improved, enhanced, and more intuitive website.

INFORMATION

“Information” refers to the Information itself: the collections, their formats and the technologies needed to access them. This theme also addresses staffing and staff training for the services offered and required to guide users to the information they need.

Key recommendations that respond to Information are:

5. Increase weeding of dated and worn materials at all locations with a priority given to Millennium non-fiction and reference and all ready reference collections.
6. Increase the migration of key reference tools from print to e-versions.
7. Develop more e-tools and processes to assist staff and users to provide accurate and timely information.
8. As a matter of priority, rethink and enhance the staffing resources needed for the future by delivering a cross-library system training program with emphasis on technologies and electronic resources.
9. Review and revise job descriptions and processes that incorporate an expanded list of core competencies and skills.
10. Engage cross-system expertise in training staff for these new /enhanced roles.
11. Create a fully equipped Technology lab for staff and public training.

IMPACT

“Impact” refers to the ways the Library can measure its success, attaining and surpassing user expectations of their Library programs, services, and collections.

Key recommendations that respond to Impact are:

12. Revise, streamline, and create consistent processes to capture relevant and comparable performance measures across the Library system.
13. Post informal and formal User Satisfaction surveys on the Library website to monitor and encourage users’ opinions and feedback regarding new services.

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1. INTRODUCTION

1.1 Terms of Reference for the Study

The Winnipeg Public Library requested the services of a consultant to prepare an Information and Reference Services Study that addresses Information Services, Readers' Advisory Services, and Interlibrary Loan Services at the Winnipeg Public Library. Specifically the consultants were tasked with:

- evaluating the Library's current Information and Reference Services and their delivery, as well as related collections, technologies, physical layout, signage, and marketing; and
- making recommendations to improve these services for now and the future.

1.2 How the Report is Organized

The Report is arranged to address these requirements by providing the following information:

- Section 1: Introduction
- Section 2: Background Research and Trends
- Section 3: Community Profile of Winnipeg
- Section 4: Performance Indicators of Comparator Libraries
- Section 5: Review of Key Winnipeg Public Library Performance Indicators
- Section 6: Overview of Current Services
- Section 7: Consultations
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- Appendix A: "Apps"
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- Appendix C: Winnipeg Demographic Profile – Consumer Segmentation
- Appendix D: Winnipeg Public Library Online Survey Summary
- Appendix E: West End Library Form (Circulation & General Questions)
- Appendix F: Interim Report

2. BACKGROUND RESEARCH AND TRENDS

2.1 Customer Service is Still #1

In a world where there are many options for people to obtain information, libraries have been particularly fortunate. People trust their Library, the services and programs offered, the availability of authenticated information, and their community spaces.

However, research indicates that Information Services are generally on the decline. It is believed that with easy access to technology and the wide variety of products and services in today's "Just-in-Time" environment, libraries are less important for the timely delivery of information.

Libraries are reviewing all aspects of their services including customer service. Optimal, client-designed customer service in libraries should combine friendly, welcoming and accessible environments. Libraries should offer the expertise of highly skilled individuals to clients and provide assistance in the use of any devices needed to access the information. Married with these services would be an effective marketing campaign that ensures a positive library experience for all.

The Chicago Metropolitan Library System undertook a study to review its customer service patterns. The Study considered space usage, service philosophy, and service visibility using retail model practices. Four libraries participated in the study. 424 users groups were observed and 267 users completed a questionnaire about their library experience.

Here are a few of the results:

- the majority of users came to the Library alone;
- more than half the clients spent ten minutes or less in the Library;
- two thirds of the Library visitors did not know what they wanted before they arrived;
- excluding circulation more than one-half of visitors were observed receiving assistance – the greatest area for that was in the stacks area;
- 1/3 of users who visited during this Study visited a service desk of some kind;
- finding items on the shelf caused the greatest need for assistance, followed by finding the right section. Fewer than 15% of patrons needed help with guiding research, explaining services, and recommending items;
- visitors were using the Library as meeting, reading and study space, not just a place from which to borrow items and use computers or services. Allotting space for study and socializing needs is important when creating an overall atmosphere of service;
- visitors using the building are easier to convert to users of library services than those who do not enter the building;
- while effective signage is recognized as a critical feature in any public organization, this Study found that only about 12% of users viewed signs – that said, the older population, the largest of library user groups now and in the future, did use signs;
- nearly ½ of the signage viewed was that in the stacks area;
- one third of circulation was for audio-visual items for the 14-24 age group;
- of that same age group, fewer than 10% visited the book sections – most of them gravitated towards the computer area; and

- older adults were less interested in the computer area or self check out areas of the Library. They were less likely to access the Library’s website.

What do these results suggest?

- People are busy – they want to get what they want fast. Face-out displays that are well positioned and easily accessible are key factors in the public’s use of the Library.
- The first service desk that people encounter when they enter the Library will likely be the most important point of interaction for the user. This finding suggests that supervisors coach staff to respond to first point queries with a service-focus, looking through the users’ eyes.
- People are more self-directed today – these users tend to request assistance to get to an area or collection they are seeking.
- The *Study* suggests “*staff trained to offer assistance in more efficient browsing and research may be a better use of personnel than stationing at desks*”.
- Effective, jargon-free signage and a clearly designed map may well mitigate confusion in using the Library and may liberate staff time for more in-depth requests or assistance (e.g., use of technology).
- Library as destination is still attractive to a portion of the population who like to meet, read, and converse.

The summary of their *Study* leads to important observations that can be applied to most public organizations. A few of the more pertinent ones are here:

- don’t try to change people’s behaviour; rather identify it and change for it;
- let go of sacred cows, including materials, furniture and beliefs;
- prepare staff for change;
- if your focus is services, make sure staff are service focused;
- analyze service at your first point of contact, often the desk closest to the door; and
- gain insight into patron wants through multiple means.¹

2.2 Models of Information Services

Technology, attractive physical facilities that showcase services and resources, as well as key community partnerships are recurring themes in the new models for Information Services.

2.2.1 Online Information Services

Online information services have in many instances replaced traditional information services. Many libraries, Winnipeg included, have developed **Ask-a-Librarian** Services in various forums. These services may be specifically designed for an individual library or developed for a network environment of many different types of libraries. In Ontario, for instance, one such network is AskOntario (**AskON**), a province-wide arrangement of reference information services staffed by librarians from college, university,

¹ Metropolitan Library System. *Best Practices for the Customer-Focused Library*. New York: EnviroSell Inc., 2008. pg. 11

school, and public libraries. Requests may be placed at one library but answered by a library outside the community area. **AskON** has also morphed from an original email type service, to chat room format and the use of various social media services.

2.2.2 Partnership Development

The other major influence on provision of information services in the public library has been the partnership development with other levels of government. Often these partnerships see public libraries as service and distribution points for other levels of governments, sometimes through negotiated fee agreements. Primarily at this time the public library, as opposed to school, college or university libraries, has become in some instances, a de facto government information centre.

These partnerships are in place in various locales. One of the more common partnership models appears in Ontario where the Ontario government has implemented the Service Ontario program in the majority of public libraries. Service Ontario provides annual funding to libraries for this service. Users can access the full range of government forms and services via this partnership. In some cities, municipal governments have entered into similar arrangements for the sale of permits, receipt of tax forms, and payment of parking tickets. The Greater Sudbury Library, for instance, reorganised all the branches to perform municipal information functions.

There are many advantages to this for the library as well as for local governments. No government could afford to develop such an infrastructure that the public libraries have developed with their attractive service hours (including evenings and weekends), their knowledgeable staff, and their accessible technology.

2.2.3 Physical Redesign in Information Services

The appearance of public library service points are also rapidly changing. The latest research shows that traditional fixed Reference departments and large desks are disappearing; ready reference and reader's advisory are in many libraries being provided by roving staff working with a range of mobile technologies and devices and much smaller desk areas.

For instance, in a branch of the Mississauga Public Library, roving reference services have been launched by replacing the traditional desk with a small station large enough for a laptop computer. Instead of regular chairs, there are stools where staff and the public can sit together to discuss their queries and access and review information sources on the computer. Staff also accompany the user into the collection areas to locate and access onsite collections. Staff also wander through the stack areas on a regular basis, offering any assistance to users who may need it.

In Aarhus Library in Holland where some of the newest service techniques are in implementation phase, staff sits at tables out in the open areas of the library, not only working there but encouraging the public to sit side by side with them when requiring assistance in research or in learning new technologies.

2.3 Technology and Information Services

Without a doubt, the biggest influence on libraries and its community in the last 20 years has been technology, in nearly all areas of operations. The ability of libraries to adapt and use technology to their advantage will directly impact the relevance of their services in the future. It is, therefore, not surprising that libraries who have not implemented plans to change how they manage content and deliver services are finding their usage rapidly declining

At a recent conference, Duncan Smith, creator and founder of **Novelist**, an online Readers' Advisory service, said that although libraries had traditionally done a good job helping customers with their reading tastes and developing a community of readers, much work is needed to be done in the Virtual Space. He suggested using the full range of technologies at hand including online catalogues, websites, local bloggers, and social networks.

Some libraries are adopting Social Media such as Facebook and Twitter to support information services as a way of communicating in real time with users. That said, acceptance of social media in some government settings has not kept pace with the demand for these services in organizations such as libraries.

2.3.1 Mobile Applications

With the explosion and growth of technology comes the expectation of personal use devices geared to provide individual convenience. Foremost in this area of development are the mobile apps for the ubiquitous mobile technologies (cell phone, iPad, iPhone), and the many versions of the tablet that are enabling Internet access to services unimaginable even five years ago. Public libraries are finding ways to use and adapt social media applications to reach the community at large. In-house, libraries are pairing Mobile apps with Roving Reference services where staff are fully equipped with mobile devices and the knowledge to use a variety of apps, in order to help users in any part of the Library. In some college libraries, an extension of their biblio-commons is mobile reference services where on-call library staff members are available to answer questions for students and faculty from off site locations, 24 hours a day. A list of some popular public library apps are found in **Appendix A**.

Many libraries are developing their own "**mobile apps**" or adapting other products to better serve the users and also to reach a demographic that may never even enter the library. As many libraries are expanding their online presence, it is important to note that many tech-savvy users employ their mobile devices to access online content including databases and digitized collections. Accepting this trend is a critical and important factor in attracting new, young users now and in the future.

2.3.2 Boopsie

A popular mobile application that public libraries are adapting for their use, Winnipeg included, is **Boopsie**. **Boopsie's** development and implementation will take Winnipeg a long way into providing a relevant and responsive Information Service for future users. ***Boopsie for Libraries*** is a robust, multi-platform mobile library application designed for public and academic libraries.

Boopsie includes:

- GPS-aware Library Locator (note: This is also now being utilised in the app to find books on shelves using the GPS program. Winnipeg's version will not include the GPS app);
- Ask a Librarian (or variation);
- Reading lists;
- Calendar & Events; and
- Integrated social networking tools (using more than one for Information Services and Reader's Advisory support; e.g., Facebook and Twitter).

Information can be updated by library staff members with the built-in Google Documents feature included in the installation. Now, too, **Boopsie** is not just available for BlackBerry but for other devices such as Android, J2ME, Palm OS, Symbian S60, Windows Mobile, and iPhone. Compatibility with multiple devices allows a wide variety of users to access the mobile services, thus minimizing criticisms due to incompatible technologies.

The benefits of an app like those available from **Boopsie** go beyond just finding books. Users with a library account, can place holds and make renewals on their mobile device. Community photos can also be easily shared.

The Los Angeles Public Library, a **Boopsie** site, offers book suggestions based on what users are requesting on their mobile devices and can build their own list of favourites. (<http://www.technospot.net/blogs/blackberry-app-to-access-the-la-public-library-on-the-go>)

2.3.3 Information Creation

With technology, libraries will make the transition from information storage and delivery to information creation. This has implications for even the smallest library once the technology is in place. The majority of public libraries have collected local materials and resources which are unique to a specific community. The greatest information resources are, in fact, people in a given community who can provide their own family histories as well as their own personal memories of their family.

One of the most exciting developments in the area of Information Creation in libraries is at the DOK Library in Delft, Holland, AGORA, digital touch screen developed by the Library, lets users who come into the Library input and share their personal histories and stories on an electronic storyboard. As this bank of information is growing, the Library is developing a digital history of the whole community. For instance, users have added individual recollections of their work employment at a local factory that no longer exists, thus, in effect, preserving the local unique history and making it available globally through the Internet. The actual recording of this material is done publicly and displayed on a large monitor in the library enabling others to contribute to the same database of history. One person visiting the Library said *"it is like transporting all the old guys talking about the past from the local coffee shop into the library to record and preserve the information"*.

Libraries and their communities are just starting to appreciate the value of such local and unique information resources and will continue to build on the European pace setters. Edmonton, Seattle, and many other larger urban libraries are including the digital preservation services into their strategic plans.

2.3.4 E-services and E-books

Many public libraries are now in the process of upgrading their Integrated Library Systems in order to deliver various social media applications and services. The Integrated Library Systems are now able to seamlessly search multiple resources and formats and to provide social networking features for users and community agencies alike.

One of the hottest areas in e-services is the provision of e-books. Publishers and the libraries are engaged in difficult discussions regarding equitable pricing structures for information access. Consortiums at the provincial levels have been built to allow libraries access to numerous e-book titles through specialized licensing agreements, as with **Overdrive**, for example. That said, not nearly enough e-books are readily available in libraries to meet demand.

2.4 Marketing Information Services

Many libraries develop marketing and promotion campaigns based on collections and programs. Seldom, though, do we see effective and successful campaigns promoting Information Services. This may be due in part to the difficulty in defining what Information Services are. Collections and programs are tangible entities, information less so. Marketing the concept of information is often accompanied by definitions of what we mean by information!

At the recent USA John Cotton Dana Awards 2011, the Worthington Library received an award for a program that showcased the Library as an information source. They created a “Find Yourself Here” rebranding campaign, a unique, informative and fun way to position the Library as an information source. Beginning with staff communications guidelines and expanding to service provision, the Library was positioned as a place where everyone belongs and is accepted. The net result was a 35% increase in online homework services usage and a 36% increase in the circulation of downloadable books.

Effective marketing, as mentioned before, involves a solid knowledge and ease in using and teaching users information and devices needed to access information. Older users, for instance, may need to be taught how to use computers and library apps by skilled library staff. If this skill is not readily available, the service becomes less valuable to users.

Marketing and branding is a bigger issue than promoting Information Services alone. As discussed in the Chicago study and in other research, there is a wide variety of factors – some easily implemented – that will attract users to libraries and make marketing more effective. These include consistent and clear branding and signage, simple messaging, exhibits, de-cluttered spaces and desks, collection adjacencies to service points, and friendly, approachable and helpful staff.

2.5 Staff Training

Along with changes and developments in libraries overall, staff training options have evolved. Funding that allowed libraries to send staff offsite has been cut, thus resulting in more creative training methods through technology and staff training teams.

Staff training involves not only instruction in the latest and newest methods of creating and delivering information but also looks to “refreshment” training in current services for both new staff and long time staff. Training is not restricted to staff only – the public are now looking to the library to training them is the use of technologies and resources. Thus staff are required to learn tips and tricks in educating and instructing the public in the use of information and devices alike. Indeed, currently, the demand for this kind of assistance has grown remarkably.

There are many kinds of training options reported in the library literature and in practices. Many of these appear in **Appendix B** of this Report.

Highlighted here are some interesting examples:

2.5.1 AskON

A good example of skills and training required for current and future Information services is **AskON** which is provided by a network of participating libraries across Ontario.

AskON staff is drawn from the general reference and information service staff of participating public libraries. Librarians who are trained to work in their libraries’ current reference services are eligible to be trained to staff the **AskON** virtual reference service. Characteristics of staff that provide this service are:

- customer service oriented;
- committed to continuous learning and motivation to improve skills and abilities;
- multi-taskers, managing multiple windows; effective users of Windows keyboard and short cut commands;
- technical trouble shooters with the ability to explain technical problems and facilitate diagnosis and solution;
- effective searchers and teachers in the use of library databases and the internet; and
- effective online communicators.

There are 3 main components to the **AskON** training program:

- LivePerson software training;
- building virtual reference skills; and
- navigating and using AskON’s web 2.0 support tools (wiki, blog, backchat channel). View a video of these tools at: www.youtube.com/watch?v=ICfgyhxfRMY

AskON staff are trained in a variety of ways.

- **Site Visits** – Site visits include a one-time visit and provide an overview of the how the service functions; introduces staff to the software and support tools and answer questions.
- **Train-the-trainer** – Site coordinators and/or trainers attend a one-day training session. These individuals use the tools and resources provided to train local staff.
- **Buddy Training** – A staff person is assigned a buddy from another library with whom they can practise chat interactions and skills.
- **20 Minute tours** – Navigational, topical, and instructional tours are available via the **AskON** portal to help new staff learn about specific aspects of the **AskON** service.
- **Access to the training site** – Staff and local trainers have access to a fully functional training site that mirrors the live **AskON** site. Here staff and trainers can practise using the software.

2.5.2 Edmonton Public Library

In 2010, Edmonton Public Library conducted a major research study on service interactions with the public to determine the areas of greatest need for assistance. The survey collected 6,099 interactions between staff and library customers. The findings revealed the following:

- 31.48% were requests and interactions for Technology Help, defined as help with computers, printing, wireless, photocopiers, website, devices or self checkout;
- 25.3% were requests for finding books, multimedia and information. This category included Readers' Advisory and Information Services;
- 19% were Circulation-related: helping with checking in and checking out, items status, and holds;
- 18.93% were membership queries;
- 16.39% were questions about services and procedural or logical questions about how services work; and
- 7.42% were questions about non collection, space-related queries.

Given the high needs for technology help in this Study, the Edmonton Public Library has acted to address the need for digital literacy services at a strategic level in its business plan document The Way We Share: EPL Business Plan 2011 - 2013. The Library has resolved to position digital literacy services with customers through:

- programming and partnerships;
- implementation of new staff positions and training delivery models to build staff skills and confidence to help customers with technology; and
- improving equipment and ease in its use.

From a staffing perspective, the volume and complexity of technology questions and a need for instruction suggested that public library customers need public library staff who see technology as a foundational component of library work, who feel capable in attempting to help, and who have superb interpersonal skills. Crucially, given the rate of technological change, library staff members also require the skills to co-learn and co-instruct with a variety of different systems and devices. Strong co-learning, interpersonal, reference interview skills, and search skills remain key elements of any customer service strategy around technology training.

The “Technology Help” findings included customer interactions involving computers, printing, photocopiers, wireless, library-provided equipment (e.g., headphones), and mobile or personal devices. Although strongly related to circulation, interactions involving the self checkout stations and self check-in, autosort units were also included in this category.

The “Technology Help” category results were further broken down as follows:

- interactions involving computers (1,023);
- printing (383); and
- self checkout stations (224).

Customers asked for help with connectivity and file management across a broad range of devices including laptops (21), USB (10), iPad (4), Kindle (3), iPhones (3), netbooks (2), Sony PSP (2), Kobo (1), Sony eReader (1), Blackberry (1), an unidentified cell phone (1), Palm device (1), and Nintendo Wii (1).

The results of the Study led to the development of various staff training programs. These are available at <http://aplentraining.wikispaces.com/file/>. Examples of these are:

- What you can do in Bibliocommons
- Explore Biblicommons: A quick Guide for looking around BC
- Outline for a one-on-one demo
- EPL Catalogue Quick Reference

2.5.3 Community Library Training Program in British Columbia

The Community Library Training Program (CLTP) is a Web based distance education program offered by Libraries and Literacy (formerly PLSB) of the British Columbia Ministry of Education, in partnership with the British Columbia Library Association.

The purpose of the program is to help public library staff across the province develop the skills they need to serve their communities. The program is also open to British Columbia public library volunteers, board members, and staff or volunteers from B.C. Aboriginal libraries or other organizations. Ten online courses are currently available covering a variety of public library operations and services. The program is delivered entirely via the Internet. Each course takes up to four months to complete and requires an estimated minimum of ten - twenty hours of work (both on and offline) per week. Approximately 160 students complete CLTP courses each year and students are awarded a Community Library Training Program certificate after completing a core program consisting of four courses.

Students in the program receive support from experienced tutors, libraries and literacy consultants, and other students. Communication among participants takes place primarily using the course Web sites and email. Final grades in each course are based on three graded assignments, a quiz or test, and participation in online discussions and activities.

Required readings and course materials are included with each registration package or can be found online. The survey results are found at:

<http://cltp.bclibraries.ca/Librariesandliteracytrainingneedssurveyresults.pdf>

2.5.4 Other Staff Training Programs

23 Things / Learning 2.0 Program, PLCMC, North Carolina was originally developed for staff at the Public Library of Charlotte and Mecklenburg County in August 2006. It is an online self-discovery program that encourages library employees to try new technologies (blogs, wikis, podcasts, online applications, etc.), and rewards them for completing 23 “Things” (or small exercises) on their own. The program is built on the idea that participants learn best when they’re engaged in their own learning and are motivated to learn.

Although slightly dated, 2007, Five Weeks to a Social Library (www.sociallibraries.com/course) is a free completely online course devoted to teaching librarians about social software and how to use it in their libraries. The course content is freely viewable, mostly containing archived webcasts, screencasts, and links to online articles. The course covers the following topics: blogs, rss, wikis, social networking software and **SecondLife, Flickr**, social bookmarking software, and www. Selling Social Software @ Your Library. It is a great example of a learning program that could be implemented at Winnipeg Public Library for staff or the public, that would allow them to progress at their own pace, but does require guidance during the implementation.

2.6 Public Training

Offered here are a selection of programs and approaches taken by a few public libraries in training the public in the use of information services and technology. These can be adapted for use at the Winnipeg Public Library. They are beneficial not only to the public but for staff training. These include tools, tutorials and courses.

2.6.1 Edmonton Public Library

Some key documents the Edmonton Public Library uses to train the public specifically in the use of its catalogue are:

- 12 Steps to Get Addicted to EPL’s New Catalogue
- New Catalogue FAQ
- Introduction to the New Catalogue: PowerPoint Presentation
- Introduction to the New Catalogue: Handout

These materials can be retrieved through <http://aplentraining.wikispaces.com/file>

2.6.2 Halifax Public Library

Many libraries are either acquiring or building their own online tutorials to assist both the staff and the public in the use of valuable information. Here are a few from the Halifax Public Library. **Appendix B** provides more detail about these resources:

- Google Tutorial
- ChiltonLibrary.com Tutorial
- E-STAT Tutorial
- Using the ProQuest Databases
- Nova Scotia Genealogy Web Sites
- Health Information Tutorial
- Legal Information Tutorial

Computer courses tailored for the public are retrievable through <http://hclib.org/extranet/PublearningTraining>. Some excellent outlines for training the public in the use of technologies are provided in **Appendix B**. These courses offer:

- Basic computer skills;
- Email;
- Microsoft Excel;
- Microsoft Word;
- Microsoft PowerPoint;
- Microsoft Publisher;
- Open Office Products; and
- Social Networking Basics.

2.6.3 North Carolina

At *ImaginOn*, a collaborative venture of the Public Library of Charlotte & Mecklenburg County and the Children's Theatre of Charlotte, technology classes are included such as:

- YouTube Video Contest:
 - Take Photos for Your Webpage
 - Present your Research (for home school students)
 - Teen Second Life
- Make Your Own Computer Games
- Gaming for Parents:
 - Scanning at the Library
 - Email by Appointment
 - Computer Q & A

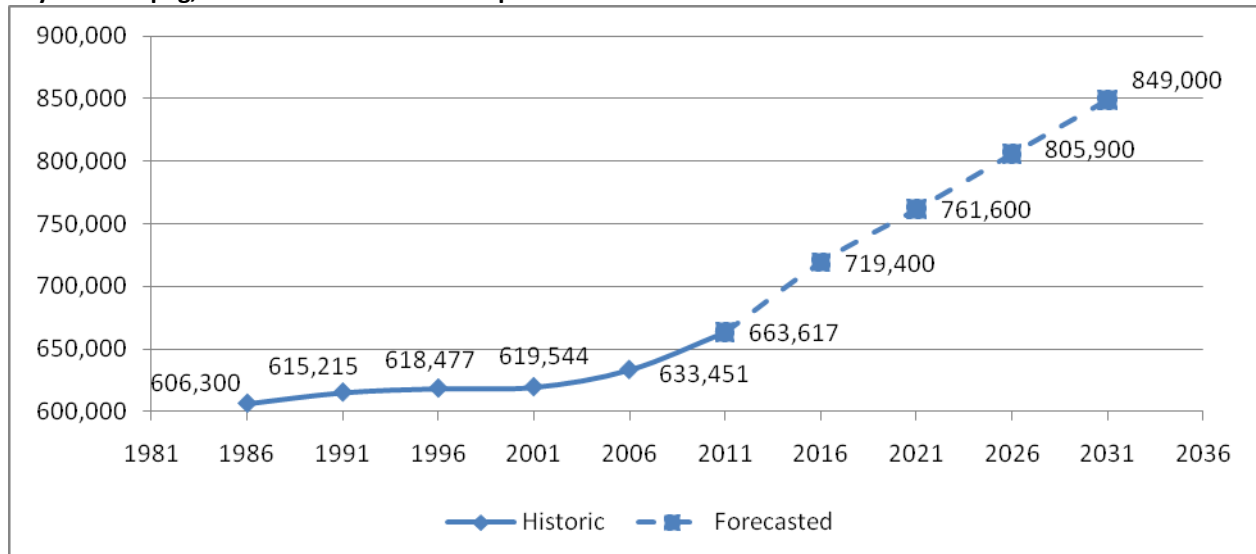
3. COMMUNITY PROFILE OF WINNIPEG

The Winnipeg Public Library regularly consults demographic data and library research information as part of its services' analysis. This section contains available demographic characteristics that may further aid in the analysis of information services that the Winnipeg Public Library provides. Demographics include historic and forecasted population growth, age composition, household income, education, and place of work data.

3.1 Historic Population Growth & Population Forecast

In 2011, Statistics Canada reported Winnipeg's population at 663,617 people, which is a 4.8% increase from the City's 2006 population. The City is at the beginning of a period of high population growth, which has been forecasted and can be seen in the following chart. By 2036, the City is expected to grow to 849,000 people (a 28% increase).

City of Winnipeg, Historic and Forecasted Population Growth 1986-2031



Source: Statistics Canada *Census 1986, 1991, 1996, 2001, 2006, 2011*; Winnipeg Adjusted Population Forecast, 2008 (<http://winnipeg.ca/cao/pdfs/AdjustedPopulationForecast2009To2031.pdf>).

The population of the City of Winnipeg has grown by 9.5% (57,317 people) in the past 25 years (1986-2011). Of that growth, 53% occurred within the last five year period (2006-2011), which is forecasted to be the beginning of a period of high population growth.

3.2 Age Profile

The City's age profile is very similar to that of the province, as seen in the following table. The City's median age is 39.0 years, which is marginally higher than the Province's median age of 38.4 years.

City of Winnipeg, Population Age Breakdown, 2011

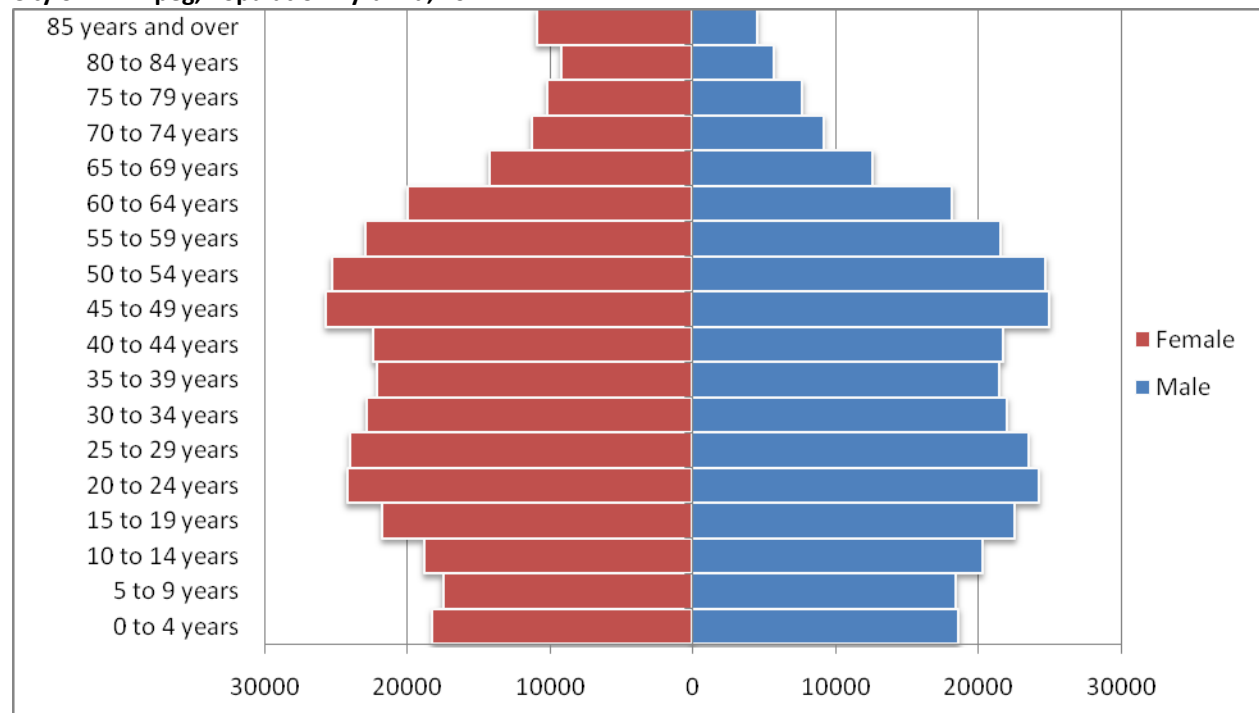
Age Cohort	Winnipeg		Manitoba
	#	%	%
0 to 9	72,785	11%	13%
10 to 19	83,395	13%	14%
20 to 39	184,400	28%	26%
40 to 64	227,490	34%	34%
65 to 79	65,210	10%	10%
80+	30,335	5%	4%
Total	663,615	100%	100%

Source: Statistics Canada *Census 2011*

The population pyramid, which can be seen in the following figure, illustrates common age-based demographic trends that are seen across Canada. For example, the City's baby-boomer generation can generally be seen in the 45 to 64 age range, followed by the baby boom echo in the 20 to 34 age range.

Overall, the City's population is aging. In 2006, Winnipeg's median age was 38.7 years; this has increased to 39.0 years in 2011 (compared to provincial averages of 38.1 years in 2006 and 38.4 years in 2011).

City of Winnipeg, Population Pyramid, 2011

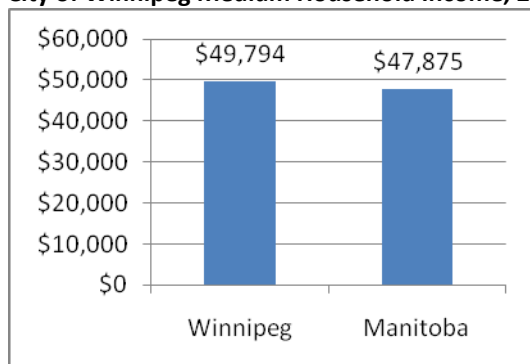


Source: Statistics Canada *Census 2011*

3.3 Income and Education

Income and education have been shown to influence participation in various leisure pursuits. Generally, higher levels of income and education result in a higher likelihood of participation in activities such as reading and library usage. In 2005, Statistics Canada reported that Winnipeg's median income for all private households was \$49,794, which was higher than, but similar to, the provincial average of \$47,875. Income data from the 2011 Census is not yet available.

City of Winnipeg Medium Household Income, 2005



Source: Statistics Canada Census 2006

As of 2006, approximately 39% of Winnipeg residents had a College or University certificate, diploma, or degree, which was higher than the provincial average of 34%. The City also had a lower percentage of the population with no certificate, diploma, or degree (23%) compared to the provincial average (29%). The City of Winnipeg had a higher rate of educational achievement than in the Province of Manitoba, which may result in higher reading levels and library usage. Education data from the 2011 Census is not yet available.

Highest Level of Education Attained, 2006

Level of Education	Winnipeg		Manitoba
	#	%	%
No certificate; diploma or degree	119,015	23%	29%
High school certificate or equivalent	145,350	28%	27%
Apprenticeship or trades certificate or diploma	47,280	9%	10%
College; CEGEP or other non-university certificate or diploma	81,190	16%	15%
University certificate or diploma below the bachelor level	22,025	4%	4%
University certificate; diploma or degree	99,910	19%	15%

Source: Statistics Canada Census 2006

3.4 Ethnic Diversity and Language

In 2006, 19% of Winnipeg's population identified themselves as immigrants, 61% of whom immigrated before 1991. The percentage of immigrants in Winnipeg's population was higher than the Manitoba provincial average (13%). Winnipeg and Manitoba were largely homogenous when it comes to the language spoken most often at home, with 97% of Winnipeg's population and 96% of Manitoba's population speaking English. A small proportion of the population of Winnipeg (1%) and the province (1%) spoke French most often at home.

The youngest and fastest growing population group – which represented 10% of the City’s population as of the 2006 Census – is the aboriginal community. Winnipeg has the largest urban aboriginal population in Canada, followed by Edmonton and Vancouver.

In 2006, Winnipeg had a greater visible diversity than the Province, with 16% of residents identified as a visible minority, compared to the provincial average of 10%. The most common visible minority in Winnipeg was the Filipino population (36% of the visual minority population), followed by South Asian (15%), Black (14%), and Chinese (12%). With much of Canada’s future growth expected to come from immigration, it is likely that the City’s ethnic diversity will continue to evolve. Immigration and ethnicity data from the 2011 Census is not yet available. This segment of the community is already having a big impact on the role of the Library. The Library is often the first source of information to connect them with other services, access job information, reach out to family in home countries, etc. This can have an impact on many areas in the Library, including Information Services.

Winnipeg Public Library has responded to these trends in the development of its Outreach Services into newcomer communities, helping to orient new Canadians to life in Canada.

3.5 Place of Work, Industry, Mode of Travel

In 2006, Statistics Canada reported that 331,800 Winnipeg residents over the age of 15 were employed. The City’s level of employment was approximately 63.5% of the population over the age 15, which was higher than the Provincial average of 63%. A large percentage of Winnipeg’s working population worked within the City (84%), which was higher than the provincial average of 63%. This is a logical statistic as Winnipeg is the Province’s largest municipality and a draw for many jobs. The majority of Winnipeg’s workforce is employed in the Business Services (18%), and the Other Services (21%) industries, followed by Health Care and Social Services (13%), Retail Trade (11.5%), and Manufacturing (11%) industries. 3,300 jobs were added in Winnipeg between 2005 and 2010. The source of this growth was driven by life sciences, information technology, aerospace, and advanced manufacturing industries².

2006 data indicates that the majority of Winnipeg residents drove to work (68%), which was less than the provincial average of 72%. Winnipeg also had a higher percentage of its population who take public transit to work (14%), compared to the provincial average (9%). Given these statistics, it is likely that Library patrons use public transit and drive to the Library on a regular basis.

Other demographic characteristics as classified by Environics in its PriZm Marketers Handbook 2011 appear in **Appendix C**.

² Winnipeg Economic Development. Economic Highlights.
<http://www.economicdevelopmentwinnipeg.com/winnipegs-economy/economic-highlights>

4. PERFORMANCE INDICATORS OF COMPARATOR LIBRARIES

The Canadian Urban Library Council (CULC) gathers critical statistics for and about public libraries across Canada. For this Study, the consultants chose 8 comparator libraries based on similar populations or other characteristics such as number of branches, demographic profile, locations, and operations. The comparator libraries include: Calgary, Edmonton, Hamilton, Mississauga, Regina, Richmond, Surrey, and Vancouver

CULC data for 2009 and 2010, the most recent data available, formed a consistent baseline for which to consider key measures.

4.1 General Performance Indicators

Presented in the following chart are General Performance Indicators including: population, municipal funding, overall funding, registered borrowers, circulation, collection size, collection budget, staffing levels and salaries/benefits. The Winnipeg Public Library is ranked in comparison to the other libraries on a per capita basis. The highest ranking is 1 and the lowest is 9.

Rankings: WPL General Performance Indicators Compared to 8 other library systems

Category	2009	2010
Population	4	4
Municipal Funding	6	6
Overall Funding	6	6
Registered Borrowers	2	4
Circulation	9	9
Collection Size	3	3
Collection Budget	8	8
Staffing Levels	6	6
Salaries/Benefits	9	9

Source: CULC, 2009-2010

In 2009, in all but three categories (population, collection size and registered borrowers in 2009), the Winnipeg Public Library performs less effectively than the other major CULC libraries.

Between 2009 and 2010, Winnipeg's ranking for registered borrowers went from 2nd to 4th, suggesting that that database was revised and edited (note: it was).

Low rankings for circulation and collection budget points in part to the resources available. Other factors that could influence the low circulation ranking are literacy levels and marketing.

Normally a larger collection size would be considered a positive trend but here the combination of a modest budget and low circulation suggests the collection may not be meeting users' needs. Noted during the Materials Selection Process of 2007, many collections are dated and worn out. While the Library is engaged in a major weeding project, the growth of collection titles held per capita continues to grow, suggesting that acquisitions may be outstripping weeding.

Of importance here too is the low ranking for staffing levels and remuneration.

4.2 Information Services Performance Indicators

A second chart showing three comparator libraries that most closely resemble Winnipeg by population served shows comparator data specific to Information Services. The libraries used for this chart are Vancouver, Edmonton, and Mississauga.

Rankings: WPL Information Services Performance Indicators Compared to 3 CULC Libraries

Category	2009	2010
Directional Transactions	4	3
Reference Queries	3	4
Interlibrary loans borrowed	3	1
Interlibrary loans lent	4	4
Electronic Queries	4	2
E-Visits	4	1
E-Data Used	4	2
User Sessions	4	1
Internet Workstations	3	3
Public Wireless Connections	4	2

Source: CULC, 2009-2010

In 2009, Winnipeg statistics are generally lower than the similar comparators. However, of note, is the impact of technology on usage by the introduction of various E-services. Statistically, remote E data use, for instance, had jumped remarkably by 708% between 2009 and 2010! As well, public wireless connections have dramatically increased over those two years by 233%.

5. REVIEW OF KEY WINNIPEG PUBLIC LIBRARY PERFORMANCE INDICATORS

5.1 Data Overview

A review of performance data for the Winnipeg Public Library comparing 2009 and 2010 data was done. This shows increases and decreases in these critical areas.

WPL Resource and Activity Changes, 2009-2010

General Indicators:	
Population	↑
Municipal Funding	↑
Overall Funding	↑
Registered Borrowers	↓
Circulation	↓
Collection Size	↑
Collection Budget	↓
Staffing Levels	↓
Salaries/Benefits	↑

Information Services:	
Directional Transactions	↓
Reference Queries	↓
Interlibrary loans borrowed	↑
Interlibrary loans lent	↓
Electronic Queries	↓
% by E-Queries	↑
E-Visits	↑
User Sessions	↑
Internet Workstations	↑
Public Wireless Connections	↑

These statistics show an interesting pattern. Where circulation and reference queries seem to have gone down between 2009 and 2010, most electronic indicators have gone up!

In addition to CULC statistics that the Library submits annually, the Library keeps critical, more detailed statistics that feed into the national report. Some of this data includes patron counters, reference item use counts, and other collection use stats like collection turnover rates.

5.2 Information Services Performance Indicators

In this Study, queries statistics for Information Services were tracked for 2009 and 2010. It is presented here to show increases (decreases) by totals and by methods of service delivery. Millennium departments are broken out separately while branches are summarized.

WPL Reference Queries by Type - Increase/Decreases, 2009-2010

Location / Service	In-Person	Phone	Circ/Eref	Overall
Millennium				
- Information Services	↓	↑	↑	↓
- Micromedia	↓	n/a	n/a	↓
- Readers Services	↓	↑	n/a	↑
- Special Services	↑	↓	n/a	↑
- Youth Services	↑	↑	↓	↑
Other Branches				
- Information / Reference Services	↑	↑	↓	↑

What the numbers are showing:

- Queries for reference type services in Information Services, Micromedia and Reader Services are decreasing at Millennium. Of note though is the minor decrease for Reader Services desk between 2009 and 2010. The decreases are consistent with research that shows people are able to find information using their own devices at a time convenient to them. Customer service, as well as some physical layout factors, may be affecting these statistics.
- Phone service for Information Services and Reader Services have increased. Convenience may be a factor here.
- Both Special Services and Youth Services show mostly increases – the former may be a reflection of the need for services by the growing older population group. Marketing and programming may account for growth in Youth Services.
- Overall activity in branches is consistently growing. E-circ statistics for branches, handled by Millennium staff, however, have decreased.

5.3 E-Reference and E-Books Performance Indicators

The following chart reveals the predictable trend in the use of e-services. This is a consistent trend in nearly all public libraries and one not to be ignored. Clearly the demand of electronic resources and the use of technology as an access and delivery mode for information is growing dramatically.

WPL E-Transactions

Year	E Reference (total)	Overdrive/eLM (e-books)
2007	1,761	--
2008	2,236	16,900
2009	2,630	28,100
2010	2,592	41,700
2011	3,134	81,500

5.4 Processes for Gathering Data

The consultant reviewed the forms and categories used by select locations to record information transactions (see **Appendix E** for an example of a form used to gather data on circulation and general questions at the West End Library). Due to the absence of specific, detailed data from Information Services at Millennium, branch data was studied.

This data is gathered on a continuous basis. A review of some of these forms revealed:

- in branches, by far the majority of questions were Readers' Advisory;
- most queries were received in person;
- forms used from location to location vary in terms of categories and detail provided; and
- by far the most detailed and informative forms reviewed were at West End branch and Millennium Special Services.

Forms from five branches provide a snapshot of the kinds of queries and different categories used to capture the data regarding computer usage and problems. The chart that follows shows the results.

WPL Review of select performance data forms (5 Branches)

	West End	West Kildonan	Charleswood	St. James Assiniboia	Westwood
Computer-related		112			
Fax		2	1		
Printing/Scanning	58	63	5	4	10
Computer assistance		43			
E Books		4	7		
E Reader					6
PC assistance	44				
PC troubleshooting	19				
WiFi	18		1		2
Copier	29				
Internet				2	
Computer			16	8	4
Other Computer				2	
How to search online					1
Office pro					1
Login					3
Email			1		

Clearly there is no consistency in the categories used to identify these activities per location. It suggests the need to provide consistent definitions for all categories for gathering performance data, to ensure all staff are collecting information in a standardized fashion, and to carefully track the kinds of queries and challenges. This will help in planning training programs for staff. More detailed forms can also pinpoint key challenges in terms of resources and equipment (e.g., Printer problems; PC repairs; etc.).

6. OVERVIEW OF CURRENT SERVICES

The consultant reviewed the Information Services, Readers Advisory Services and Interlibrary Loan Services at the Millennium Library and at four representative branch locations including West End, West Kildonan, St James-Assiniboia and Sir William Stephenson. Supplementing the visits of these locations was a series of meetings with staff that provided information specific to these services. Further meetings were held with key staff to discuss marketing, virtual services, information technology and collection selection.

6.1 Information Services

For purposes of this study, the term “Information Services” replaces and enhances the dated concept of “Reference” Services.

Through Information Services, the Winnipeg Public Library staff assist users in answering their questions by accessing, locating, and evaluating collections and information of all kinds and in all formats. Questions could range from ready reference type questions (such as populations of countries) to in-depth questions requiring a myriad of sources (books, articles from electronic databases, etc.).

At Millennium, Information Services questions are asked at all service desks. However, due to the size of the collections, the Library distinguishes Information Services by age group, format type or collection types (e.g., Children’s, Micromedia, Local History).

At branch locations, and depending on the layout and design of services from branch to branch, there may be separate information desks for adult services and for children’s Information Services. Some branches have a shared or single point desk that provides all services.

Staff also assist the public in using computers and other devices to reach the information they need. Questions asked by users may also be technology and applications-specific, such as how to set up e-mail accounts, how to download e-books to mobile devices, how to print from workstations, or how to connect to WiFi, etc.

Information services are available on site/in person, by phone and also by e-mail or E-Ref. E-Ref services are also available to assist users in responding to e-book requests or how to use an e-reader queries.

Outreach services provides information services and programming to underserved populations or to others who are unable to use or access regular services. This service works out of Millennium, reaches out into low income areas and senior citizens residences, manages homebound services, and provides off-site programs to specific groups. Not only is this service one of the only ways some residents have access to the Library, but by its nature, it also markets and promotes the Library.

6.2 Readers' Advisory

Winnipeg Public Library staff provides a customized service whereby fiction and/or non-fiction titles are recommended to users of all ages for their recreational reading pleasure.

Questions could include staff recommending read-alikes to another author, non-fiction survival stories, epic sagas set in Russia, good books for reluctant male readers, suggested reading for book clubs. Duties such as producing booklists, managing the Readers' Salon blog and certain displays indirectly relate to Readers' Advisory work. At branch locations, Readers' Advisory Services are asked at Information Services desks and at Circulation desks.

At Millennium Library, adults ask staff at the Readers' Services desk for Readers' Advisory assistance, while children and teens are referred to the Children and Youth Services desk.

Readers' Advisory is also available via email as well as by phone. Staff collection knowledge and expertise as well as access to the popular **Novelist** database result in the success of this service.

6.3 Interlibrary Loans

Interlibrary loan services will arrange for users to acquire collection items not available at the Winnipeg Public Library. These services are available at the Millennium Library and St. Boniface branch, the latter serving the francophone community. This service is also available electronically and by phone. Interlibrary loan is a unique, time sensitive and time intensive service. However, interlibrary loan requested items can be picked up only at Millennium and at St. Boniface locations.

6.4 Observations about Information Services, Readers' Advisory and Interlibrary Loans

Information Services and Readers' Advisory Services are handled differently at branches compared to Millennium. Even within the branch network these services may be delivered differently. The branches in some ways offer a future model for these services, through blended operations and service desks. In some cases branch Information and Circulation desks are shared, and/or children's and adult service desks are shared, offering a convenient, customer friendly one-stop shopping service. In some cases, the physical layout of branches prohibits shared desks, instead requiring service points on different floors, for instance.

In conversations with branch staff, the consultant learned that branches do not often have to deal with complicated or difficult reference questions. A follow up review of various reference questions sheets by the consultant revealed that many reference questions handled at branches tend to be Readers' Advisory in nature, requests for placing holds, or locating an item on the shelf. Other branch reference questions may be directional, organizational or questions that can be answered by ready reference collections located behind most of the Information Services desks. Branch staff indicated that they are able to handle most of these questions.

Branches will, however, refer difficult or subject-specific reference questions to the appropriate Millennium department.

All locations do receive many requests for assistance in using technology which is considered part of Information Services. In fact, many staff members comment that more time is spent instructing users on how to use technology than actually answering questions or getting to the information users want!

This is further complicated by the state of repair of computers. One staff member's comment reflects the concerns of others, commenting, *"There are frequent complaints about the breakdown of PCs in branches as we are sending in aging equipment for repair on a more frequent basis."*

Interlibrary Loan Service, a manual and time-consuming service is not well known by the community. According to staff and confirmed by statistics, it is used by relatively few people compared to other library services. Staff indicate a growing interest in requests for older fiction titles no longer held by many libraries. But the Community Survey indicates that users have alternative sources for materials not held at the Winnipeg Public Library. Further complicating the issue of Interlibrary Loan Services, a recent decision by Libraries and Archives Canada was announced to terminate their interlibrary loan services. Other public libraries, too, are reviewing the future of these services.

Through discussions with managers and staff, there is a sense that the Library is not proactive enough in promoting any of these services. The Community Survey revealed that non-use of some of these services was due to a lack of awareness of them (e.g., Readers' Advisory and Interlibrary Loans). There is more competition for the kinds of services libraries offer now and the Library has to rethink how to stay valued and relevant, a sentiment shared by some managers and staff.

Ease of use and the convenience factor also affect how or if customers will use these services. Mobile, customized technologies are the expected way to get information. One staff member observed, *"We need to be where the customers are, whether it's in the stacks with them, chatting through virtual reference, on social media, etc."*. On site, roving reference where staff are visible on the floor and in the stacks will be the norm. The research above indicates the way Mississauga Public Library designed their roving reference services with optimal customer services skills and technology. The University of Manitoba Library is also adopting roving reference and can serve as a source of tips and tricks in learning the "art" of roving reference at the Winnipeg Public Library. Newer and more mobile devices can now make this service even more attractive and feasible. Currently there are some connectivity issues that are being addressed to make mobile services more feasible.

The availability of technology has a direct impact on the use of library services, allowing users to answer many of their own questions when they want. Users expect the library staff to keep up with them in their knowledge and use of technologies, how to use technologies, and how to troubleshoot when required. The staff role in teaching users how to access information through the full range of technologies now and in the future is critical. Older users, the largest and growing demographic for the next many years to come, seek assistance from the library staff in using technologies. Yet many staff admit that they are uncomfortable with technology and do not feel confident in using it effectively let alone teaching others. The growing community of New Canadians too are a developing market for the Library, requiring a full range of information services.

Some managers and staff believe that decreased usage of these services is due to the reluctance of staff to adopt technology, lack of weeding, aging collections, crowded shelves, unwillingness of staff to reach

out and offer customer service through roving reference, and the absence of mobile apps (under development). Adoption of the newest techniques paired with staff expertise is a powerful partnership that could positively impact demand for these services at the Library again.

The Library's image and presence in the marketplace is also an area for further study. While the Library has a very high rating of satisfaction in the community, managers are concerned about how to improve marketing and the Library's image especially for these services. An improved website will be a key marketing tool for the Library. Community outreach through partnerships and events and a familiarity with the changes of neighbourhoods is critical – many branches do community outreach very well.

One area of concern in marketing these services is the slow conversion from library jargon to familiar retail terminology. One staff member commented, *“Most patrons do not discuss Information and Readers' Advisory Services directly. This is not the type of conversation we have. Usually the conversation is more one of finding the information or reading materials requested and then receiving more than ample thanks and appreciation for the assistance or information.”*

6.5 Physical Layout

6.5.1 Service Points

There are different models of Information Services and Readers' Advisory Services offered throughout the library system.

Generally speaking, smaller branches such as Cornish, Munroe, Osborne, St John's and West End, have one service desk for all circulation, youth services, and adult reference questions. The one-desk service model moved these branches towards improved service sharing and customer convenience.

Larger libraries, such as Henderson, Louis Riel, Pembina Trail and Sir William Stephenson, have two service points: circulation and a combined children's and adult Information Service desk.

Two- floor libraries are forced to design their services around the physical design limitations of the buildings. River Heights, Transcona, West Kildonan and Westwood are branches with two floor operations – the upper floor has adult Information Services and Circulation Services whereas children's Information Services are provided downstairs. The exception here is West Kildonan which has four service points – children's Information and Circulation Services are provided downstairs, and adult Circulation and Information upstairs.

Five other branches are unique in design and challenges. Millennium, by virtue of its roles and size, has a variety of strengths and challenges in terms of physical layout.

6.5.2 Locations visited

The consultants visited the Millennium Library and four branch locations (West End, West Kildonan, St James-Assiniboia and Sir William Stephenson). These libraries provided a snapshot of various physical

layout factors that affect all services but, in particular, Information Services and Readers' Advisory. The factors considered when studying physical layout included:

- service desks: access, sightlines and adjacencies;
- service desks: appearance;
- signage;
- appearance of collections and shelving; and
- space.

6.5.3 Service Desks: Access, sightlines and adjacencies

Millennium

At Millennium, most of the service desks are located close to entrances or exits of either the building or the collection/service areas. The desks are situated adjacent to their relevant collections and service areas. Computer workstations and hybrid printers are located close by, either in groupings or against adjacent walls. In some areas, study tables are close by and comfortable lounge areas are distributed throughout the building.

Millennium 4th floor (Information Services)

Located between the elevators and the top of the stairs, this desk faces towards the windows onto the garden. Given the size of the floor and collections, this location is perhaps the best for one service point. Collections adjacent to the desk are non-fiction, with computer workstations behind, and a bank of work tables near to top of the stairs. Sightlines are not ideal at this desk as the non-fiction collections and worktables extend into a room adjacent to the non-fiction area. Again, a tall barrier shelving unit has been placed at the back of the desk, preventing any clear sightline to the busy computer workstations.

Millennium 3rd floor (Micromedia Services)

In terms of public space, this floor does not have much room. Behind it in closed areas are Support Services Staff Area and Administration Offices. The public service desk for this floor is located at the back of the floor, closer to the top of the stairs. Due to its location, away from windows, it appears dark and somewhat hidden. For the most part it serves users of microfilm and fiche collections and vertical files. Part way down the floor is the Local History room, set back into its own area. Around these areas are tables, lounge chairs, reading areas and computer areas. Behind the Micromedia desk is a closed stack area with many ranges of stacks, holding older, little used indexes, magazines and other items.

The service desk is not well located in terms of public convenience. There is little in the way of directional information or signage when one embarks from the elevator. The purpose of the floor and services are not readily apparent. Sightlines are not ideal from the service desk, nor can staff see what is happening on the floor from the recessed Local History room. In fact, one user commented that the door and recessed appearance of the Local History Room did not make the area welcoming or approachable.

Millennium 2nd (Special Services)

The service desk for this floor is immediately visible and approachable from both the top of the stairs and the elevator. As this desk serves people with various physical challenges, it is well designed to ensure people can easily approach it.

Adjacent to special services are special audio terminals and equipment for people with special needs. There is also a vast array of multimedia collections as well as reading areas.

Again this floor shared its space with meeting and tutorial rooms, the auditorium and an Art Gallery.

Millennium (Children's and Youth Services)

Located in the Children's Service area on the ground floor, this desk is adjacent to all children's collections, the Aboriginal Reading in the Round area and to a separate, adjacent Young Adult room.

Again sightlines into the Young Adult area are hampered by a tall shelf unit placed on the back of the service desk.

The Reader Services desk, the New and Noted areas and reading lounge are well designed, comfortable and attractive to users of all kinds. They are close to one of the Library's entrances, elevators, stairs, fiction collections, study tables and a bank of catalogue/database workstations and printers. Other computers are located against the wall across from the desk. Other than the barrier created by the tall shelving unit attached at the back of the Reader Services desk, sightlines are quite good.

Branches

The newer branches visited have well designed service desk areas, adjacent to collections and reading areas. West End branch's overall design is excellent – entrance, sightlines, space, and adjacencies have been well planned and implemented. This service desk shares circulation as well as Information Services and Readers' Advisory Services, providing one-stop shopping convenience for any user. Lower shelves and clear sightlines permit staff to see if their assistance is required on the floor.

Sir William Stephenson branch has an Information Services/Readers Advisory desk shared by children and adult staff, located near the entrance of the library. Adjacent to this area is the circulation desk with collections on low browsable shelving units and a clear view of computer workstation areas and children's collections.

The older branches visited were no doubt challenged by their age and physical design to provide optimal space, desk services, and seamless customer services. West Kildonan, a two floor library situates its children's services and desks, both circulation and information services) on the lower level and two service desks (i.e., Information services and Circulation desks) for adults on the main floor.

St James-Assiniboia is a unique library with multi floors and areas. On the main floor, there is a circulating desk as well as a blended Adult and Children's information desk. The adjacent collections on that floor do not include adult non-fiction which is located on another floor in a separate, almost closed, inaccessible stack area of the library. Plans to renovate and repurpose a lounge area on the second floor for research and reading purposes, along with the relocation of reference and select non-fiction collections, will make this area an attractive destination for Information Services.

Some Areas of Excellence:

- Millennium New and Noted area;
- Millennium Reader Services desk;
- West End Branch; and
- Sir William Stephenson Branch.

Some Areas for Improvement:

- location of the Millennium 3rd floor service desks (consider repositioning one closer to the elevators);
- streamline Information Services in older branches, ideally to create one service point; and
- consolidate circulation services at West Kildonan to the Main floor.

6.5.4 Service Desks: Appearance

Most service desks include computer monitors and key boards. Printers may be located at the side of the desks or in other areas away from the desks. Many of the service desks are cluttered with community brochures and pamphlets and paper signs for various things. Some signs are located below eye level on desk fronts or on the backs of computer monitors.

The brochure “trays” are located at the sides of desks are likely often overlooked by the public. Many were not replenished.

Between answering questions for the public, staff work with book trucks stacked with collections for processing or de-selection. These trucks are higher than the desk tops. These trucks crowd the area behind the desk areas. So, too, do some filing cabinets, intra-branch boxes, and shelving with various reference materials.

At one branch, security entrance and exit frames are attached to the outside of the circulation desk, impeding clear sightlines into the rest of the Library. This has been identified as an ergonomic issue to be addressed in the future.

Located and attached behind a few service desks (e.g., Millennium Information Services, Children’s and Youth Services, and Reader Services) are tall shelving units which directly block sightlines to key collection and service areas including computer workstations where there would be a demand for staff assistance. The unit behind the Children’s and Youth desk is an additional barrier; a glass wall with shelving already divides the Young Adult area from the service desk.

Some Areas of Excellence:

- Millennium Reader Services desk;
- West End branch service desk; and
- Sir William Stephenson branch service desk.

Some Areas for Improvement:

- Millennium Information Services, Reader Services and Youth and Children's Services high shelving units behind desk; and
- At all locations:
 - crowded conditions due to furniture and trucks behind the desk;
 - clutter – reference collections, papers, files etc.;
 - location of Brochure trays;
 - cluttered Bulletin Boards with out-of-date information; and
 - unprofessional-looking paper signs.

6.5.5 Signage

A signage audit has been conducted at the Library and guidelines are in development. Also of note is the attractiveness of signage in newer locations such as the West End branch and the first floor of Millennium, consistent with the signage implemented at other newer locations. The consultant believes that many of the following findings may have been or will be addressed as a result of the audit and the marketing strategy.

At Millennium, large, newer directional signage for the first floor is well located and clear. It is simple with little or no jargon.

Directional signage on the other floors at Millennium, however, is somewhat confusing. This may be in part due to the dissimilar groupings of services found on certain floors or the names of the services themselves. For instance, in addition to services for people with reading challenges, Special Services includes fairly high demand collections and services which users might expect to find within the Reader Services areas. Examples here are large print collections and multimedia. The consultant realizes that due to space restrictions, some of these collections and areas are in the progress of reorganization and relocation.

Some users might find the third floor designation Micromedia confusing, assuming "micromedia" is the same thing as "multimedia." For the fourth floor, the designation Information Services, a library term, is also a vague term not well known by the public in general. The term Reference, another library term used for years, is generally not used today.

Paper Dewey signs were affixed to the ends of some shelves at Millennium – some of these signs were torn, not situated at eye level, and typed in small print.

New branches have implemented an attractive signage program. Other branches are still awaiting signage, either larger consistent directional signs or smaller, professionally produced signs (for the ends for stacks, for example). As a result, there is a profusion of unattractive, hand-made, inconsistent signage throughout the system.

Some Areas of Excellence:

- Millennium New and Noted;
- Millennium Reader Services;
- Millennium Children and Youth; and
- West End and newer branches signage.

Some Areas for Improvement:

- service groupings at Millennium (2nd and 3rd floor) and creation of appropriate signage;
- change the following Department Names: Information Services, Special Services and Micromedia;
- need for large, accurate directional map at Millennium entrance;
- updated handout for all locations re: layout and locations of key collections and services; and
- need for consistent branding and professionally generated signage throughout the library system.

6.5.6 Appearance of Collections/Shelving

The Winnipeg Public Library is undergoing a weeding project to remove dated, seldom used, and worn and ripped-looking collection items. Other than the New and Noted area at Millennium, West End, Sir William Stephenson, and, likely, the newer libraries, shelves at nearly all locations are overcrowded. Most collections appear to be in good condition other than Millennium non-fiction (some wear and tear, overcrowded, and dated).

The adult non-fiction area of Millennium is not organized contiguously nor are the Dewey areas well signed. Some of these collections are dated and in disrepair. Most shelves were more than two-thirds filled including top and bottom shelves. Little or no face-out display areas populated the non-fiction shelving areas.

As there had been the [Materials Selection Process Study](#) conducted in 2007 that addressed collection development issues, for this [Study](#) the consultant looked at the general state of Millennium adult non-fiction, reference, vertical files, and stack reference collections, an area not reviewed in the previous Study. Of note:

- The large collection of print indexes/reference items (i.e., multi-year Literature criticisms) seem to have very little use. They occupy a large floor area on the 4th floor that can be reassigned to other functions.
- About 20 ranges of shelving are occupied by Stack Reference collections where many of the items are in need of repair, are seldom, if ever, used and are available in other formats or other locations.
- Vertical Files:
 - The Information Services vertical files provide ephemera information about Winnipeg, Manitoba and a vast array of other subjects. These files are still kept up along with the laborious work involved with creating cross references. A physical look at these files revealed numerous newspaper clippings, articles, and pamphlets, many yellowed with age.

- The consultant looked at the wide variety of headings and sampled a number of these by checking the Internet for information. For purposes of this Study, a few examples chosen include general headings such as elder abuse, the Elizabeth Fry Society, and the health aspects of electromagnetic fields, just to name a few. Without exception the Internet covers these subjects very well. The Library also holds two books on the Elizabeth Fry Society, 15 books on elder abuse and 8 titles on the health aspects of electromagnetic fields. Periodical literature was not checked here but, no doubt, these subjects are very well covered.
- The consultant then looked at these headings in the context of Winnipeg and Manitoba. Again, these subjects were very well covered on the Internet including key local, provincial and federal agencies that oversee these issues. With the availability of the Winnipeg Free Press, there is little doubt that information on any and all of these topics is well covered.
- From general observation of the Millennium adult non- fiction area over a few days, the consultant noted:
 - few users spent very much time in the non-fiction stacks; and
 - people seemed confused with the layout, looking for direction, signage and/or assistance; some users, not finding assistance, just left.

Some Areas of Excellence:

- newer branches where collections are in good repair and are interspersed with attractive face-out displays within the shelves themselves and on the ends of shelves.

Some Areas for Improvement:

- aggressively weed Adult non- fiction collections at Millennium;
- transition to e-version of print indexes and discard those available in e-format;
- continue to weed fiction collections adjacent to Millennium Reader Services area; and
- review and eliminate Stack Reference collections.

6.5.7 Space

At Millennium, one of the biggest challenges for the upper floors is finding sufficient space to accommodate more functions and collections. These floors are undergoing reorganization to find more space.

The weeding project appears to be moving slowly if not steadily. However, larger chunks of space are required to accommodate the Library's growing operations. In addition to suggestions made to Collection appearances, this can be done in a few ways:

- speed up weeding by trusting ILS reports and automatically discarding older and non- circulating materials;
- assign physical weeding of collection items to weeding "swat teams";
- migrate to more networked e-resources more quickly; minimize or eliminate purchases of print versions; and
- minimize or dispose of duplicate collections.

6.6 Marketing

The Library Marketing department has prepared an excellent Marketing Strategy to guide the Library over the 2012 to 2014 period. The Goals of the Strategy are:

- Market by branding the Library
- Market the Library through advertising
- Market the Library's Collections
- Market the Library's Staff
- Market the Library Through Programming
- Market the Library Through Technology
- Market the Library Through Outreach

The Plan proposes not only marketing vehicles but identifies key target groups such as francophone residents, seniors, newcomers, adult learners, families, aboriginals, teens, and students, and people with special needs.

Staff and Managers all agree that the Plan and its goals will align with future plans for Information Services. Removing jargon, rebranding, and creating the variety of Information Services in an attractive, customer-friendly, and welcoming manner fit well into the marketing plans here.

6.7 Virtual Services and Information Technology

Originally part of Information Services in 1998, Virtual Services became its own entity in 2011 in recognition of the need to blend print and virtual resources and to help the Library and staff make the transition to more e-resources.

Virtual Services working closely with other public service departments have implemented new collection management strategies. In the area of Information Services, for instance, the standing orders budget for print Reference materials has been steadily decreasing as fewer reference books are purchased every year. In some cases, the e-version of a resource is purchased as many vendors have ceased publication of print copies and have migrated to e-platforms. As well, it appears that fewer reference resources, print or electronic, are accessed by the public. Where possible the Library pursues e-resources that can be accessed off site (remotely) for the user's convenience. If an e-resource is purchased in a particular subject area (e.g., auto repair) then fewer print materials are purchased in this area. But, in some cases, limited print copies of an e-resource may be purchased due to demand by the public, such as adult learners and new Canadians who may prefer to use print encyclopedia (e.g., World Book).

Virtual Services staff and Collections librarians work together, sharing information about selection ideas and the migration to e-resources. Some resources are subject to a trial period to evaluate its use by the public. Staff are encouraged to participate in trying out these resources. Both Virtual Services and Collections librarians attend vendor demonstrations as well.

Virtual Services is involved with many projects and research. Some of these include:

- digitization project (directories);
- mobile library application development;
- mobile version of the Library's website;
- tablet testing;
- social media development; and
- staff training.

Two areas of immediate interest are the development of **Boopsie** and staff and public training. **Boopsie**, a library app growing in popularity among public libraries, is in development in Winnipeg. Documentation for staff training is also in development.

The second critical area of activity for Virtual Services is staff training. Virtual Services has also created a Technology Training working group responsible for the development and delivery of training products and documentation. Staff were surveyed to identify their needs in the area of computer use. Recently, this team went to all locations in the system to show staff how to use e-readers, for instance. Due to the size of the library system, the group is looking at creating a number of virtual products to train staff effectively with the limited resources at hand. An offshoot of this training program is public training, which is currently being revamped.

Virtual Services is also engaged in partnerships and joint projects of all kinds. Virtual Services works collaboratively with Marketing staff and participates on committees. Virtual Services is currently discussing a study of the usability of the website.

Virtual Services and Marketing also work with other City departments; one project is the development of Courtyard, a wiki-like product. Virtual Services staff are also collaborating with the University of Manitoba staff, sharing experiences in working with different client groups and developing subject guides to information (e.g., consumer health).

Virtual Services also works hand in hand with Information Technology which provides services and support to the whole Library through central servers. Information Technology also troubleshoots equipment throughout the library system and the network itself. The two departments often work together to ensure the completion of projects; e.g., the filter review, computer booking software.

Recently, Information Technology installed new photocopier/printer hybrids throughout the Library and provided training in their use. Some areas of interest by Information Technology as well as other staff are:

- more space for Information Technology, more side by side space, more plugs, better connectivity;
- improved equipment, better up time, faster repairs; and
- discreet downloading stations for e-books at each location.

6.8 Staff Resources and Training

6.8.1 Current staffing profile

Compared to other CULC libraries, the staffing levels, all categories, at Winnipeg are low. Compared to 8 similar CULC libraries, staffing levels rank about 6th.

Staffing at Millennium

Given the historical role of the Millennium Library within the system, collections and services are more extensive than those in the branches. Accordingly staff have qualifications, training, and expertise not necessarily available throughout the system.

Most departments, in addition to St. Boniface, have one or two Librarians supported by LSA 4s (Library Services Assistants) and LSA 3s.

Staffing at Branches

Small branches in the Winnipeg Public Library staff one service desk, usually by a Library Services Assistants, 1/2 who answers both circulation as well as information queries. These branches are headed by Library Services Assistants with the exception of St. John's which is overseen by a Librarian.

Larger open concept branches consist of two service points (Circulation and combined adult and children's Information desk) and are run by Librarians. Reference queries are handled by Library Services Assistants 3 and higher.

Medium, two floor branches include Adult Services on one floor and Children's Services on the other. Librarians run these branches and only information staff handle reference queries.

For the most part, other than the small branches, reference staff only are responsible for handling all reference queries.

6.8.2 Job Descriptions and Competencies

The Library is in the process of updating its job descriptions. Current job descriptions are very detailed, organized by key categories:

- job description cover sheet and summary;
- organizational context of the position;
- duties and responsibilities – duties and specific task per duty;
- independence; and
- impact of decisions.

The job descriptions appear to be derived from Human Resource programs that normally link to job evaluations and performance review/promotion based systems. The Library does not currently have a

job evaluation process (though under consideration), but is reinstating its staff performance evaluation process.

People applying for Library Services Assistant 3 part time positions are required to have completed 5 university courses, a commendable level of requirements for these positions. Some managers comment that overall staff success in addressing reference queries is inconsistent. The Community Survey reflected similar findings; about 19% of queries, in their view, were not answered accurately.

In the past, people applying to jobs in the area of Information Services were required to successfully complete a test. A very useful tool, it requires revisions and updating to reflect more skills in the understanding and use of computers, their applications, and online resources.

The Library is also looking to incorporate key competencies within their new job descriptions. The Standards proposed at the University of Alberta, specifically core competencies, customer service standards and public service standards, are particularly proactive and attractive for the public library environment. These are cast in a much more positive fashion than the job descriptions now under review.

In addition to incorporating and adapting some of these competencies for the public library environment, it is suggested that blended job descriptions for Library Services Assistants at all locations be the new standard, starting with blending all Information Services functions for all users. It is then suggested that the Library work towards incorporating circulation skills into these blended positions. It is also strongly suggested that major responsibilities for all service staff include instruction in the use of all library technologies, new and emerging information tools, and technological resources. Technology troubleshooting will also be part of these responsibilities.

While making changes to job descriptions for current staff will require discussions with CUPE, the attendant development and delivery of new training programs, staff recruitment for the future with new job descriptions and updated qualifications will be much easier. Key to these qualifications would be:

- excellent computer literacy skills;
- demonstrated working experience with e databases as well as office products such as MSOffice and related software;
- ability/interest to learn new software;
- awareness of new and emerging trends in libraries especially in the area of technology; and
- ability to work one on one and in groups with the public especially in teaching new technologies.

New jobs are also proposed for the Winnipeg Public Library including a Concierge position that assists in addressing directional queries at Millennium. This position may be ideal for volunteers.

6.8.3 Current Staff Training

Traditionally in the past, staff at the Winnipeg Public Library receive on the job training, working directly with their supervisors to learn on site skills and routines. Over the last year, this fundamental training has been supplemented. Additional customer services staff training was provided and serves as the building block for all services. As well, staff training has been delivered courtesy of the Tech Training Team throughout the library system. Staff have enjoyed training in the use of e-readers, for instance. As

one manager commented, the Library's Tech Training Working group *"is working on a number of options for staff training – both in person by resident experts and through the creation of online videos. This is a highly motivated group of librarians, i.e., well selected with strong skill sets – the outcomes will hopefully be very useful."* Other kinds of training have been provided, as well, including train the trainer, training at the City of Winnipeg Staff Training Centre, internal workshops as well as training received through conference and seminar attendance.

The staff workshops conducted as part of this Study did, however, reveal the need for training and new and refresher courses, in a wide variety of areas. Some of these include:

- reference interview;
- library catalogue;
- database training;
- basic computer techniques including email and MS office products;
- roving reference; and
- teaching the public (e.g., tips and tricks).

Staff have also suggested that the Library use a range of ways to train including small group training, individual, webinars, mentoring and in-house and external training opportunities. With the inclusion of core competencies proposed for the job descriptions, some managers and staff suggest that all be tested on core competencies "from time to time".

Part time staff do comment that the limited time available to them for training is not sufficient to either retain what is learned or to have any opportunities to learn more.

7. CONSULTATIONS

7.1 Library Board

The Library Board members were asked to comment on Information and Reference Services both as representatives of the community as well as library users. Here are key points Board members shared.

7.1.1 Community at Large

Board members recognize the excellent reputation the Library has enjoyed over the years. They understand that the Library has moved and made changes to meet the changing community. With the availability of more technology and the growing number of high level creators in the community who need information, the Library may not be seen as the first place to go for information anymore.

School libraries are disappearing and the experience and skills needed to research information has been assumed by computers. The accuracy of information found on the Internet can be questionable.

New Canadians often depend on the Library as an entry point into the community for themselves and their children. The Library is indeed recognized as an important part of the lives of new Canadians. This finding is consistent with research.

7.1.2 Board Members as Library Users

Board members commented on their various library use experiences, from researching obscure and difficult topics, using Interlibrary loans, e-reference and phone services, to researching via microfilm collections, to grabbing a few recreational books and DVDs during branch visits. Those who commented were very satisfied with their library experiences. One Board member mentioned that her 20 year old son, however, finds libraries irrelevant, old, and dusty. Although a voracious reader, he purchases books.

7.1.3 Role of the Library Now and in the Future

The Library needs to build upon its good reputation through good customer service and staff flexibility in assisting and responding to questions of all levels of difficulty. The Library has to keep up with technology. It needs to be perceived as helpful and meaningful in all aspects of information seeking.

The Board understands that the Library is clearly challenged to meet the many demands placed upon it as budgets are frozen or reduced and the community's diverse and varied information needs increase.

A future where the Library becomes a Centre of Information Creation (e.g., self publishing) is not seen as critical to the Board at this time due to current and pressing priorities.

7.2 Library Managers and Branch Heads (Summary of Interim Report Findings)

Managers and branch heads supplied very useful insights about these current services and services in the future. This is a summary of their comments from the Interim Report (see **Appendix F**):

- By far the convenience of personal technology is the most important factor affecting the success and future of these services. There is now competition for the services libraries offer; libraries have to change to keep and grow its user base.
- Offering a single point for information services is recognized as most ideal for serving users well. Improving customer services skills should also be a priority.
- All managers and branch heads agree that the Library must launch aggressive staff training program with a focus on all aspects of technology. Refresher training in the area of conducting effective reference interviews was also identified as a key training requirement.
- Managers comment on users' complaints regarding the state of computer equipment, the number of computers in disrepair, and the slowness of the system. The website, too, needs to be improved as it will become the major marketing and communication tool for the Library in the future.
- Information Services, remarketed and rebranded, paired with optimal staff skills and collections, will still have an important role in the Library's future.

7.3 Staff Workshops and Survey (Summary of Interim Report Findings)

Staff provided input into the Study in two ways: attendance at two staff workshops, and completion of a staff survey. More than 80 staff members were able to attend the workshops but all staff were encouraged to complete and submit the survey. 30 surveys have been received, submitted mostly by staff who did not attend the workshops.

The Interim Report (see **Appendix F**) provided a detailed summary of the results of the workshops and survey. Highlighted here are staff suggestions for changes in Information Services:

Customer Services

- adopt and expect a **Customer First** philosophy (e.g., at Millennium);
- improve customer service delivery through proactive service delivery (e.g., roving reference and approachable demeanor); and
- create a proactive referral process by phoning ahead to the desk where the information resides.

Marketing

- create a marketing strategy and campaign specific to Information and Reference Services;
- improve, simplify, and standardize signage;
- hire a dynamic spokesperson;
- evaluate the needs of new upcoming or evolving communities for Information Services, creating ways to attract and teach them (e.g., new Canadians, older adults);

- market the expertise of the staff and their knowledge in the areas of Information Services; and
- improve displays, exhibits, and signage specific to Information Services, using the New and Noted concept.

Technology

- upgrade and improve public technology (e.g., too many machines are down and repairs take too long; machines/system are slow);
- create or acquire more user-friendly technologies and applications; and
- make available more dedicated “downloading” PCs at all locations.

Collections

- ensure the Library retains a balance of collections ; print versus non-print;
- prioritize weeding the old collections – make the tough decisions to remove “just in case” collections and create open, more welcoming spaces for people;
- staff training; and
- enhance staff training throughout the library system with focus on **Customer First** service and technology training of all kinds, first for staff and then skills for staff to train the public.

Other

- add more plugs within facilities and more space for people with laptops;
- improve the funding base for collections, staffing, marketing, technology, and community partnerships;
- increase library hours;
- promote the power of the Library system as ONE (i.e. not just a group of independent branches); and
- take advantage of the Library’s good reputation and the trust the public has in this institution to inform and educate the community in the use of community/personal technologies.

7.4 Community Focus Group (Summary of Interim Report Findings)

A focus group of 23 people including older adults, a user of special services, young adults, Library Friends, teachers, academic librarians, non-users and a few Library users at large was held in June 2012. Highlights from the group meeting are summarized here. More complete details appeared in the Interim Report (see **Appendix F**).

- Attendees saw Information Services as a service that can answer any question regardless of location or type of question. This group uses the Library in many different ways: on site, e-services but a little less often by phone.
- Some participants are not comfortable about asking for assistance from staff. One person commented that staff do not look like they want to be bothered. Some users here are not at ease in using the computers or asking for help in their use. Surprisingly a few indicated that they would not be comfortable with a staff member approaching them in the stacks and asking them if they need assistance. Of note, an academic librarian who attended the session commented

that there is an “art” to roving reference, that staff need to learn to “read” body language before approaching customers.

- There was a mixed response regarding the knowledge and helpfulness offered by staff. Some received excellent assistance while others commented on receiving incorrect information or encountered a less than pleasant staff member in their search for information and service. “*All staff should have basic knowledge in the use of computers and basic apps*” was the comment made by a few participants in response to concerns about the lack of knowledge staff exhibit in the use of technology. As a matter of fact, the participants list a range of technology assistance they would like to see offered by staff, from the use of e-readers, to the creation of email accounts, to effectively searching the library’s catalogue, to using digital cameras!
- Physical layout is fairly good, according to this group, but a few would like to see more accessible shelves and improved jargon-free signage.
- The Library, specifically Information Services, needs to market more and through more vehicles. Webcasts would be interesting along with more book chats presented by the staff.

7.5 Online Community Survey

A link to a community survey was posted on the Winnipeg Public Library’s website in June and July 2012 to solicit input about Information / Reference Services, Interlibrary Loan Services, and Library Readers’ Advisory Services. 438 responses were received, although due to self administration of the survey, participants were able to cease participation at any time and skip questions. 362 completed the survey, for an overall completion rate of 83%. The detailed survey results appear in **Appendix D**.

The following are some of the key observations from the online survey:

- Patrons most often use the Library to borrow print materials (92%), followed by accessing the Library’s website (79%), accessing the Library’s catalogue (69%), and borrowing video DVDs or VHS tapes (53%).
- Within the past 12 months, 55% of respondents indicated that they had used the Library’s Information / Reference Services, 31% used the Library’s Interlibrary Loan Services, and 21% used the Library Readers’ Advisory. Each of these services tend to be used more frequently by patrons that use branches other than the Millennium Branch. (Note: Responses to Interlibrary Loans may have included responses regarding Intrabranch lending)
- All of these services are generally meeting patrons’ expectations, with ease of use, staff assistance, online options, cost (free), internet/telephone access, and promptness being key factors. 91% found Library staff to be very or somewhat helpful.
- In-person access to Information / Reference Services and Library Readers’ Advisory remains the preferred method, although many respondents felt that they would make greater use of the Internet/email more in the future (but not necessarily at the expense of in-person service). Internet access to Interlibrary Loan Services is the preferred method (78% versus 51% in-person). Most respondents see themselves needing these services in five years’ time, suggesting that there will continue to be a need for personal service at service outlets.
- For those that do not use the Library’s Information / Reference Services, the majority (94%) use the Internet to get their information. For those that do not use the Library’s Interlibrary Loan

Services, 49% purchase the items through bookstores or online instead, while 36% borrow through other sources. For those that do not use the Library's Readers' Advisory services, most rely on suggestions from friends (73%), reviews (67%), browsing (62%), and the Internet (62%).

- A lack of awareness of these services was raised by many of those that have not used these services in the past. The best ways for the Library to inform patrons about their services are the Library website (68%) and email (63%).
- Respondents were asked to identify five services currently provided by the Winnipeg Public Library that should be improved upon over the next few years. The top responses were print materials (e.g., books, periodicals, etc.; 54%), e-books (46%), hours of operation (42%), the Library website (31%), and programs / events / workshops (27%). When thinking about the Information / Reference Services that are the topic of this Study, other suggestions included improved signage and accuracy of responses.

8. RECOMMENDATIONS

The following detailed Recommendations are organized by Key Themes: **Identity, Information and Impact.**

8.1 Identity

Identity captures all aspects of how well the Library presents itself and its services to its customers. For purposes of this Study specific to Information Services, Readers' Advisory and Interlibrary Loan Services, this includes all aspects of customer services, physical layout and design of facilities, organizational groupings of services, marketing, and signage.

Recommendations that respond to Identity are:

- 1. Redesign these services to become one blended Customer First service called Ask Me! available at all service points throughout the Library system, delivered by friendly, skilled Library staff.***

It is recommended that the Library create a new, blended information service called “Ask Me!” This service will ultimately be a combination of Information Services and Readers' Advisory Services, a single service point for any questions the users may pose. The intent of blending these services is convenience and true, personal customer service to the user. Users visiting libraries can ask their questions and get most of them answered at that service point. Users can also expect to find staff in areas away from the desk such as stacks and willing to accompany and assist any user as needed. Staff will have access to mobile devices such as tablets, iPads, and other portable devices and will be fully trained in the use of both the devices and apps.

The intent and advantages of this model is to minimize and eliminate any complications in accessing the information users want. It will be up to the staff to use their expertise to answer, to interpret the services required, and to answer the questions asked in an easy and clear manner understood by the user. Staff will also work closely with any user requiring assistance in accessing the library catalogue and accessing information via computer or in the use of any on-site and related technologies and software.

Staff will access a suite of online products including internally produced guides to information created by Virtual Services in concert with staff experts across the library system. Examples include Library Café on the Courtyard as well as a directory of languages spoken by staff, and quick tips on how to use and assist users in learning specific new devices. Staff will be comfortable finding and directing users to services and resources as well as materials they wish in all other formats.

At the Millennium library, this service will also include a Concierge position, staffed by volunteers, to help direct users to places within the Library.

2. Reorganize and rename select service areas at Millennium.

Revise select organizational/reporting responsibilities:

- reassign reporting relationship of Micromedia to Information Services

Reorganize and rename 3rd floor to **“Multimedia Services”**:

- eliminate Stack Reference collections and create open space for other use;
- retain Micromedia collections and equipment;
- weed vertical files; eliminate majority of vertical files that, by subject heading, are addressed in collections, by the Internet or in newspaper indices; retain and transfer Winnipeg and Manitoba-specific vertical files to Local History; and
- change/enhance Staff Computer lab to be a Technology lab for staff training that includes all devices and instructional equipment, and where the public may also learn how to use new devices.

Reorganize and rename the 4th floor to **“Research Collections and Services”**:

- weed non-fiction collections to create more space and reorganize to flow more consistently;
- weed/eliminate print reference collections where e-versions are available;
- weed/eliminate print indexes where e-versions are available;
- review need for/eliminate duplicate periodical collections on this floor and in the New and Noted section; and
- relocate periodicals to 4th floor.

Streamline Interlibrary Loan Operations:

- Given the relatively minimal usage for these services and the labour-intensive nature of this operation, it is recommended that the Library:
 - undertake a cost analysis of the service;
 - where possible, automate any activities within ILL; and
 - institute a separate ILL fee to help offset the costs of it.

3. *Improve physical layout and appearance of service desks to promote a welcoming, accessible and attractive environment with open, clutter-free spaces.*

This can be achieved in the following manner:

- create more space at all locations first through weeding and de-cluttering;
- improve accessibility and visibility at all service desks (e.g., remove shelf barriers from behind Information Services, Reader Service and Children’s and Youth Services desks);
- de-clutter all desks and bulletin boards; and
- remove community information from the desks and create bulletin boards with holds adjacent to desks.

4. *Augment all marketing efforts to promote this repurposed service through consistent and simplified signage and by using all media at hand including social networking and an improved, enhanced and more intuitive website.*

Increase marketing efforts in support of the new **Ask Me!** Services:

- remove jargon from all marketing, signage, and publicity materials (e.g., change “patrons” to “users” or “clients”);
- standardize signage throughout the system;
- create new **ASK ME!** signs for all service desks;
- create new Location Map at front of Millennium;
- create up-to-date handouts that reflect the map;
- produce professional and branded signage on shelves and at all computer workstations; and
- create special, newly branded, up-to-date handouts and web pages on the use of the Library’s catalogue, computers, and equipment.

Improve website to market Library as a whole:

- de-clutter website;
- align the website to mirror the physical appearance of the locations (e.g., Millennium);
- create virtual maps for all locations;
- pull together all Information Services (e.g., Ask a Librarian, Readers’ Advisory, Readers’ Salon, Local History and others, under its own website area called **Ask Me!**); and
- create and launch additional public training modules on the website.

8.2 Information

Information refers to the Information itself, the collections and their formats and technologies needed to access them. This theme also addresses staffing and staff training for the services offered and required to guide users to the information they need.

Recommendations that respond to Information are:

5. *Increase weeding of dated and worn materials at all locations with a priority given to Millennium non-fiction and reference and all ready reference collections.*

Prioritize weeding as a key initiative across the Library system:

- realign resources and duties to create staff teams who will aggressively weed collections across the library system, with priority given to Millennium non-fiction collections; and
- as a matter of priority, evaluate and weed reference and ready-reference collections actually “used” at all Information Services desks at all locations. Review and incorporate required online equivalents, accessible at all Information Services desks. Aim to complete this task ideally within one year.

6. *Increase the migration of key reference tools from print to e-versions.*

Review all print indexes and reference collections and replace with e-versions.

7. *Develop more e-tools and processes to assist staff and users to provide accurate and timely information.*

This can be achieved in the following manner:

- realign staff to secure a permanent position in Virtual Services to assist in developing and launching new products and services; and
- create guides to assist staff in ongoing learning:
 - create a directory of basic library terminology and acronyms for staff (e.g., ILS); and
 - create a directory of multilingual skills among staff.

8. As a matter of priority, rethink and enhance the staffing resources needed for the future by delivering a cross-library system training program with emphasis on technologies and electronic resources.

This can be achieved in the following way:

- deliver refresher courses in:
 - optimal general customer service skills and techniques for all Information services staff;
 - reference interview;
 - use of the Library catalogue; and
 - basic computer skills.
- develop and deliver new courses across the system in:
 - service to new Canadians;
 - library and community technologies (e.g., how to set up an email account);
 - new vendor products and services; and
 - latest trends in libraries.
- develop various strategies for training delivery including:
 - Courtyard;
 - webcasts;
 - mentoring;
 - quarterly system-wide workshops.
- create a Library team of forward-looking, dynamic staff to deliver training across the system.
- expect results from staff as a result of these training initiatives:
 - conduct cross-system post-mortems of unusual or trend questions, followed by posting results/sources and answers on the intranet for staff access; and
 - test staff on their new skills as part of their performance evaluation.

9. Review and revise job descriptions and processes that incorporate an expanded list of core competencies and skills.

This can be achieved in the following manner:

- revise job descriptions throughout the Library system with priority given to customer service and technology competencies;
- through discussions with the union, create a new blended job description (reference/ adult/ children's) and possibly circulation, and
- create new job descriptions for recruitment purposes:
 - create fully blended job descriptions and recruit, as a matter of priority, staff with technology skills and customer service techniques;
 - conduct updated skills test as part of the recruitment process;

- create a Concierge position – this position would be filled by volunteers with optimal directional experience and customer service skills. This position would be located at Millennium; and
- upgrade and increase training for technology equipment troubleshooting roles for select staff throughout the Library system.

10. Engage cross-system expertise in training staff for these new /enhanced roles.

This can be achieved as follows:

- in order to move to the **Ask Me!** model, rotate staff among Millennium desks and branches, working with designated mentors to assist in their training;
- provide opportunities for Information Services staff from across the Library to work together on committees, task force groups and any work experience opportunity in Virtual Services, to advise and help develop virtual products and services and to create and deliver an extensive training program; and
- on a trial basis, select two or three staff to deliver the new blended job description at select locations, working with designated mentors.

11. Create a fully equipped Technology lab for staff and public training.

This can be achieved in the following way:

- expand the current Computer Lab to become a fully equipped Technology lab; e.g., variety of new technologies and software, for staff technology training and hands-on experience; secure funding for the Technology lab through sponsorships; and
- upgrade and replace technology throughout the system:
 - develop response time standards for repairs of all electronic equipment;
 - minimize downtime of the system;
 - develop a proactive short and long range technology plan with replacement priorities for purchase or lease, and incorporate it into annual capital budget plans; and
 - acquire various e-reader products (and other new, emerging equipment such as iPads) for use by the staff and to help train the public.

8.3 Impact

Impact refers to the ways the Library can measure its success, attain and even surpass user expectations of their Library programs, services, and collections,

Recommendations that respond to Impact are:

12. Revise, streamline, and create consistent processes to capture relevant and comparable performance measures across the Library system.

This can be achieved in the following way:

- revise and standardize performance measures forms used across the Library system, enhancing areas to track technology indicators (e.g., West End Library form – see **Appendix E**); and
- replace existing day to day measures-gathering device with four “Count Weeks” a year.

13. Post informal and formal user satisfaction surveys on the Library website to monitor and encourage users’ opinions and feedback regarding new services.

This can be achieved in the following manner:

- mount formal or informal “User satisfaction” surveys that evaluate specifics on the new **Ask Me!** Service (e.g., **Counting Opinions**, a company that specializes in ongoing library surveys and statistical analyses);
- encourage feedback on the new service and launch FAQ on the enhanced website; and
- track and share results of the new **Ask Me!** program with funders and users.

APPENDIX A. “Apps”

Mobile Apps

Initially libraries concentrated on a few simple applications such as library card and materials search through the online catalogues. Now there are many new and different apps available to libraries. Many new apps are now available and are being supplemented daily. The following is just a selection.

- **Library Anywhere**, originally designed for iPhone, is an exciting development for mobile libraries and one that will probably be used widely. Now available for Mobile Web and Android, with a BlackBerry version in the works, Library Anywhere “*turns any library catalogue (OPAC) into a mobile one...*” The app comes from LibraryThing, “*a cataloguing and social networking site for book lovers*” which “*catalogues your books online, easily, quickly and for free.*” Library Anywhere also boasts that its app prices are one quarter to half the price of its competitors’. A public library can expect to pay \$350 for the Central library, plus \$50 per branch for this app.
- TwitTown’s library blog lists the BlackBerry apps that offer the fastest access to particular books. RIM has just introduced Playbook which is the Blackberry tablet answer to iPad. It is clear that many of the apps that are available on the Blackberry will also be available for the Playbook. Reading an eBook will be considerably easier on the Playbook.

Readers’ Advisory apps

- **Wattpad** – This is another free app that provides access to nearly a million different ebooks. This is one of the largest eBook communities that not only has a large library but also allows readers and writers alike to communicate with each other through this eBook social community. Similar features to BiblioCommons, but free.
- **FreeBooks** – This is a free app that provides access to thousands of free eBooks to download to the Blackberry.
- **GoSpoken Books** – This is a free app that allows the user to download eBooks and audiobooks right to the Blackberry.
- **Translator Convey This** – This is a free app that can translate 50 different languages and could be adapted for the newcomer patron of the public library.

APPENDIX B. Staff and Public Training

Staff Training

Sources for training:

- **USA:** Marketing Section at ALA, Publicity and Public Relations
- **Special Library Association** (<http://www.sla.org>) has been giving increased attention to marketing. The SLA Management Division gives training and publishes bibliographies on marketing. SLA Advertising and Marketing Division has a discussion list on the subject (sladam@lists.sla.org).
- **ALA:** Similarly, at the IFLA 2001 Annual Congress in Boston, the ALA launched “@your library” – a new advocacy Campaign for the World’s Libraries. Through this initiative IFLA and over 25 national library associations who have embraced the campaign are able to make ALA’s collective and individual accomplishments better known across the world. ALA has also published many useful texts on marketing area.
- **UK:** CILIP’s Publicity and Public Relations Group, which was established in 1983, works to make library and information professionals aware of the value of marketing and PR and also offers a platform for sharing ideas and experiences. CILIP has produced various publications and organizes an annual conference with training workshops and other events
- **IFLA:** Launched in 1997, the IFLA Marketing and Management Section (<http://www.ifla.org/vii/s34/somm>) is made up of library professionals who either work actively in marketing and management in their libraries or teach these techniques to future librarians. Members of this section, who come from countries throughout the world, are working to develop a conceptual basis for marketing in libraries; they also formulate guidelines to teach management and marketing, and they aid LIS professionals throughout the world in their efforts to promote the broader acceptance of marketing. The section also organizes annual conferences and training programs, and it issues publications, including a newsletter. In order to recognize best practices in marketing of library and information sector worldwide, the section created the IFLA International Award in 2001. The work of IFLA’s Marketing and Management Section illustrates the internationalization of the concept of marketing LIS.
- Pioneer Oklahoma Library System staff training program has a training academy that includes weekly sessions. You can view their training tracks, which map individual classes to each library department (Children’s, Circulation, Computer Center, etc.), and includes technology components.
- The Charlotte Mecklenburg Library has a very well done staff training plan including technology competencies, and lists all courses offered with descriptions.
- The Staff Day Success wiki includes topics such as ideas for staff recognition, team building, workshops, keynote speakers, fun activities and sample documents.
- The Maryland State Library 2010 “Unconference” site (theme: "Web 2.0 Unleashed") is a great way to learn what “unconferences” are all about. Includes explanation of the concept, agenda, and a suggestion board for topics to discuss at the event.

- The Arizona State Library had a day-long [E-Reader Summit and Technology Showcase](#) including presentations on digital copyright and legal perspectives, technology trends, inspiration from State Librarian GladysAnn Wells, and resource sharing. There is [audio from some of the presentations on WebJunction](#), you can view the presentation from the keynote speaker, Kristen Purcell, on the Pew Internet site, [Information on the Go: Digital technology trends impacting today's libraries and librarians](#), and you can also view information on [the e-reader bundles](#) that were provided to libraries through LSTA funding.

Hennepin Public Library

Recent Staff Presentations

- Supporting Early Literacy Learning – Lisa Bjerken, Hennepin County Library, [Presentation](#) (PPS)
- Raising Reading Excitement: Successful Partnerships Between Elementary Schools and Public Libraries – Lisa Stuart, Hennepin County Library, Karen Boettcher, Judy Lander and Monica Stratton, [Presentation](#) (PPS)
- Video Reference: A Pilot Project – Christine Clifford, Hennepin County Library, [Presentation](#) (PPS)
- Media Mashup – Cynthia Matthias, Hennepin County Library, [Handout](#) (PDF)
- Turtles, Gobos, Greeps and Brick Blocks: Design-based Learning Models in Informal Settings – Cynthia Matthias, Hennepin County Library, [Presentation](#) (PPS)
- Readers Advisory 2.0 – Michele McGraw and Jody Wurl, Hennepin County Library, [Presentation](#) (PPS), [Social Library Apps](#) (PDF), [Jody's Favorites](#) (DOC), [Michele's Favorites](#) (DOC)
- Fast, Cheap and Out of Control: Low Budget Technology Programs for the Non-experts – Alicia Anderson and Cynthia Matthias, Hennepin County Library, [Presentation](#) (PDF), [Fast, Cheap and Out of Control](#) (PDF), [Resource List](#) (PDF), [Sample Workshop Outline](#) (PDF)
- Video Reference, a Pilot Project – Christine Clifford and Jen Nelson, Hennepin County Library, [Presentation](#) (PPS)
- Early Literacy Spaces in Your Library – Dana Bjerke and Joanna Redman, Hennepin County Library, [Presentation](#) (PPS - 37MB)
- Online Book Clubs: Engaging Busy Kids with Books and Technology – Ann Melrose, Hennepin County Library, [Presentation](#) (PPS - 5MB)
- History Day Hullabaloo: Partnering for Student Success – Maureen Hartman, Hennepin County Library, [Presentation](#) (PPS - 5.8MB)

Tips for Training Library Staff

Blogs/Websites to Watch

- Memphis Public Library & Information Center - Staff Development Lists the trainings we offer for our staff. Some training titles are links to the actual training documents.
- Memphis Public Library & Information Center - MPLIC Tech Train (Technical Trainer Blog)
- Memphis Public Library & Information Center - MPLIC Tech Train Wikified (Technical Trainer Wiki)
- Antioch New England Graduate School Library Training Wiki for Front Desk Staff.
- Pierce County Library's Social Web Literacy class blog blog for popular social networking class offered to all staff

Specific Blog Posts/Articles

- Lister, Pauline & Hill, Dorothy "What's Next?:job enhancement through a shadowing up program" (2005)
- MLA (UK) ICT Training Report: "Competencies & capabilities: new paradigms for workforce development in the 21st Century Library" (2004)
- MLA (UK) Workforce Development Strategy: "Learning for change: workforce development strategy (Summary)" (2004)
- Building a Social Library
- Cultivating Tech-Savvy Library Staff An Internet Librarian 2006 PPT by Sarah Houghton-Jan (Librarian in Black)
- Library Technical Competencies: What Do We Have? What Do We Teach? What Do I Hire? A small library perspective

Retrieved from "[http://www.libsuccess.org/index.php?title=Staff Training](http://www.libsuccess.org/index.php?title=Staff_Training)"

Public Training

Halifax Public Library (both public and staff)

Google Tutorial

This shows you some of the techniques that you can use to improve the effectiveness of your Google searches such as selecting appropriate search terms, word order, narrowing or expanding your search, and using the synonym operator. There are exercises for each topic with answers provided at the end.

ChiltonLibrary.com Tutorial

This tutorial provides tips on finding information on a particular model of car and includes several practice questions.

E-STAT Tutorial

A tutorial prepared by Halifax Public Libraries as a guide to using Statistics Canada's free E-Stat Database. E-Stat contains census data and the CAN-SIM database which has authoritative data on labour, manufacturing, investment, international trade and much more. There are exercises accompanying each topic covered in the tutorial.

Using the ProQuest Databases

This tutorial was prepared by Halifax Public Libraries to provide instructions on how to search their ProQuest subscription databases which contain Canadian newspaper and magazine information.

Nova Scotia Genealogy Web Sites

This tutorial highlights three Nova Scotia related websites that feature genealogical resources of interest to patrons researching their family history. You can introduce these websites to beginner genealogists, or use them to find answers to information questions. It is recommended that you use the Mozilla Firefox Internet browser for this tutorial.

Health Information Tutorial

This tutorial focuses on using subscription databases, finding free health websites that have reliable information, and finding information that is invisible to search engines like Google. There is also further information on health resources on the web and search engines for finding them.

Legal Information Tutorial

This tutorial is a very basic introduction to typical legal-related questions encountered at the Information Desk. Bearing in mind that Information Desk Staff are not lawyers and cannot interpret the information, we should, however, know where to look. Whenever possible, follow along with the print or online resources listed.

Retrieval through <http://hclib.org/extranet/PublearningTraining/>, some excellent outlines for training the public in the use of technologies are provided in the Appendix.

- Computer Class for Complete Beginners Learn the difference between hardware and software, practice using a mouse, find out more about library resources if you have little or no experience using a computer.

- [Computer Skills Workshop](#) Work on projects and practice skills from using the mouse and keyboarding to using email and Microsoft Office with our software instructors and volunteer assistants. Handouts: [Explorer Command Buttons](#) and [Mouse Keyboard Tutorials](#)
- [E-mail: Intermediate](#) Learn how to use folders, view and attach files to an e-mail and set up an e-mail address book using a Yahoo! account. Handout: [Intermediate Email](#)
- [Microsoft Excel: Basics](#) Learn the basics of working with an Excel spreadsheet: navigation, entering data and using formulas. Handout: [Basic Tasks in Excel 2007](#)
- [Microsoft Excel: Charts and Graphs](#) Learn to create and integrate graphs and charts into your Excel spreadsheets. [Handout](#).
- [Microsoft Excel: Creating and Managing Lists](#) Learn to create lists such as an inventory, contact list or collection, sort data and print using Microsoft Excel. Prerequisite: Microsoft Excel Basics or familiarity with spreadsheets is highly recommended. Handout: [Creating Lists](#)
- [Microsoft Excel: Simple Budgets](#) Download and adapt a budget template from Microsoft Office website. Learn to identify and alter the formulas to suit your own needs. Prerequisite: Microsoft Excel Basics or familiarity with spreadsheets is highly recommended. Handout: [Simple Budgets](#)
- [Microsoft Word: Basics](#) Learn the basics: how to use the ribbon, enter and delete text, basic formatting, cut, copy and paste, save and save as. Handout: [Basic Tasks in Word 2007](#)
- [Microsoft Word: Formatting Tips for Résumé Writers](#) Learn how to set tab stops, use bulleted lists, bold and italic formats to make your résumé shine. Prerequisite: Microsoft Word Basics or familiarity with word processing is highly recommended. Handouts: [The Ruler](#), [Formatting Instructions](#), [Unformatted Resume](#), [Formatted Resume](#)
- [Microsoft PowerPoint: Basics](#) Learn to create presentations and use the Ribbon to create a basic slide show. Handout: [Basic Tasks in PowerPoint 2007](#)
- [Microsoft PowerPoint: Multimedia Tips](#) Use multimedia tips and tricks such as auto transitions, audio and video to dress up your presentations. Prerequisite: Microsoft PowerPoint: Basics or familiarity with presentation software is highly recommended. Handout: [Multimedia Tips](#)
- [Microsoft Publisher: Basics](#) Learn to use the menus and toolbars to create and publish your own fliers, brochures and greeting cards. [Handout](#).
- [OpenOffice: Basics](#) OpenOffice is a free, multiplatform office suite that can be used to create documents, spreadsheets, and presentations. Learn how to use Open Office in the library and how to download and install the program at home or work. Presentation: [OpenOffice](#)
- [OpenOffice: Writer and Calc](#) Learn how to use these freely available word processor and spreadsheet programs, practice simple data entry and formatting skills, discuss how these programs differ from Microsoft Word and Excel. Handout: [Basic Tasks in OpenOffice](#)
- [Social Networking: Basics](#) Learn how to navigate the new generation of social media websites including Twitter, LinkedIn and Facebook. Handout: [Social Networking](#), [Twitter Cheat Sheet](#)

APPENDIX C. Winnipeg Demographic Profile – Consumer Segmentation

In 2011, Environics released the PRiZM Marketer's Handbook, which categorizes Canadians into 66 separate demographic groups. Winnipeg was identified as a top location for three groups and was ranked highly for 12 additional groups. The collection of these groups can help paint a picture of the diversity of residents that live in Winnipeg.

Winnipeg was identified as a top location in Canada for the following three PRiZM groups:

- Crafting and Curling, which includes blue-collar and service sector workers. This group has lower than average income, education, immigration, car ownership, and new housing. This group has a mix of older singles, lone parents, couples, and families. This group enjoys outdoor activities, as well as some more sedentary activities. They enjoy spending their time making crafts, exercising, reading newspapers, listening to music, and watching sports on TV.
- Single City Renters include mostly poor, young singles, common-law couples and single parents. This group tends to live in crowded neighbourhoods and are under 35 years old. They entertain themselves by engaging in low-cost sports, and make infrequent excursions. Many find their entertainment online and often download music, read, and shop online.
- Park Bench Seniors are typically over 65 years old and are retired getting by on modest pensions. They like to spend their time reading, making crafts, and taking walks in nearby parks. Many support the arts and regularly go to community theatres, outdoor stages, and music festivals.

According to Environics, Winnipeg was also ranked highly in the following PRiZM categories, although not in the top grouping across the country:

- Money and Brains – high incomes, advanced degrees and sophisticated tastes.
- Furs & Philanthropy – larger families and empty nesters who own elegant houses and work as white collar professionals and maintain active social lives.
- Suburban Gentry – up-and-coming business class, dual income couples with university degrees and large incomes.
- Mr. & Mrs. Manager – working couples in the exurban sprawl who tend to be prosperous executives.
- Fast-Track Families – a mix of families and couples living in upper-middle-class exurban communities, middle-aged, married homeowners who work in a variety of businesses and service occupations.
- Exurban Crossroads – middle-class households with lots of children, education ranges from high school to community college.
- Upward Bound – white collar and service workers with child-filled households.
- Nearly Empty Nests – married couples over 55 years old whose children either still live at home or have already flown the coop.

- Grey Pride – over-60 singles, couples, widows and widowers living in apartments getting by on a comfortable fixed income.
- Startups & Seniors – a mixture of very young and old households, singles and widowers, newly married couples and empty-nesting retirees.
- Mobility Blues – young singles, families and single parents who tend to move often.
- Solo Scramble – young singles, couples, and single parents working at entry-level service jobs who are living in their first home on their own.

APPENDIX D. Online Survey Summary

The Information Services Survey was hosted online for one month (June 13th to July 13th, 2012) to gather input from the general public about the Winnipeg Public Library's Information / Reference Services, Interlibrary Loan Services, and Library Readers' Advisory Services, as well as demographic and general interest topics. A link to the survey was prominently displayed on the Library's website and its social media accounts. The detailed survey results follow this summary.

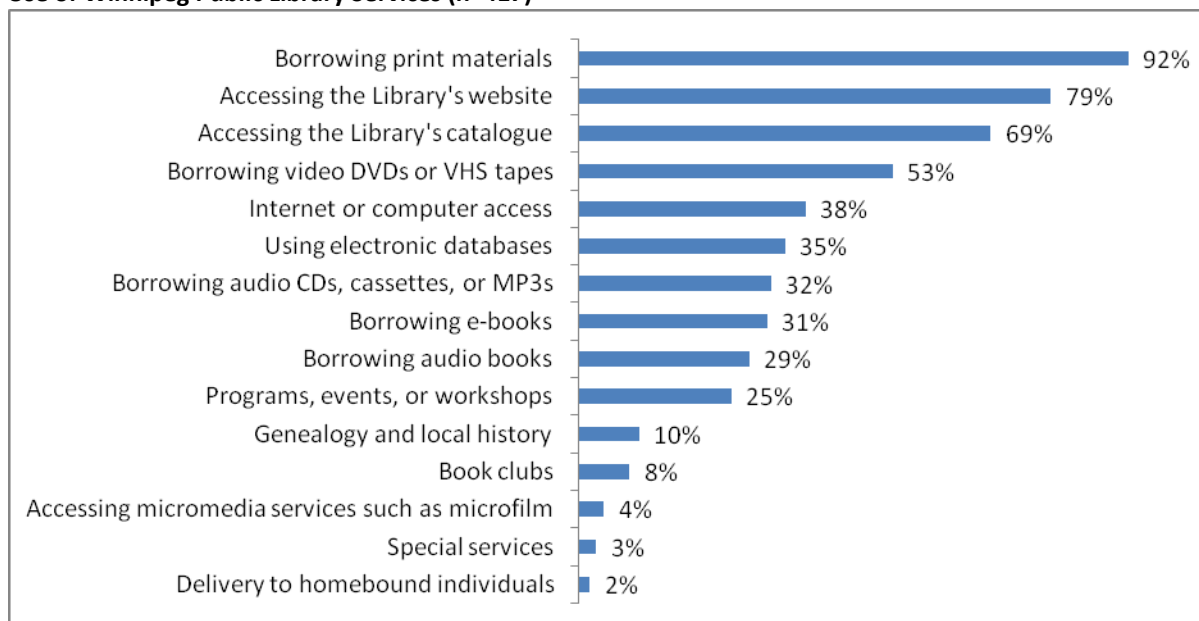
The survey received 438 responses, although due to self administration of the survey, participants were able to cease participation at any time and skip questions. 362 completed the survey, for an overall completion rate of 83%. As such, each question has a different number of responses; percentages are calculated based on the number of responses to each question. The degree of confidence is less in those questions with fewer responses, and higher in those with more responses, and cannot be considered statistically significant. Key differences between younger and older patrons, as well as Millennium Branch users, are identified where significant.

General Usage Profile

The Winnipeg Public Library provides a wide variety of services, collections, programs, and activities. Respondents were asked to identify which of these they had personally used within the past 12 months. The most common responses were borrowing print materials (92%), followed by accessing the Library's website (79%), accessing the Library's catalogue (69%), and borrowing video DVDs or VHS tapes (53%). It is interesting to note that the traditional use of the Library (borrowing books) was the number one current use, followed by the emergent library trend of online services.

Respondents that primarily use branches other than Millennium were more likely to borrow print materials and video DVDs or VHS tapes, access the Library's website, and access the Library's catalogue.

Use of Winnipeg Public Library Services (n=417)



Information/Reference Services

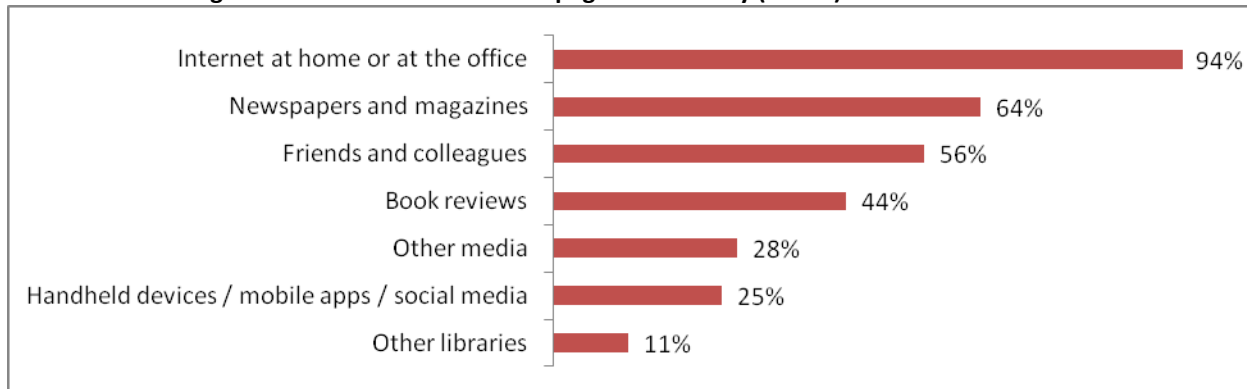
The Winnipeg Public Library staff assists users in answering their questions through accessing, locating, and evaluating collections and information of all kinds and in all formats. Staff also assist the public in using computers and other devices to reach the information they need. Users can contact the Library for these services in person, by phone, or via electronic means (E-Ref).

When asked whether they had personally used the Library's Information / Reference Services within the past 12 months, 55% of respondents indicated that they had. This figure is similar to the number of respondents that have borrowed video DVDs or VHS tapes within the past 12 months. Respondents that primarily use branches other than Millennium were more likely to have used this service.

Those that did not utilize this service were asked through an open-ended question to identify any barriers that kept them from using it; the most common response was that they did not have a need for Information / Reference Services. Other barriers / reasons given for not using this service included being personally knowledgeable about the Library's services, having one's own computer at home, lack of awareness about the service, inconvenient hours of operation, age, and living outside of Winnipeg.

The survey asked how respondents that do not use the Library's Information / Reference Services usually get their information. The majority (94%) identified using the Internet at home or at the office, while 64% use newspapers and magazines, 56% rely on friends and colleagues, 44% use book reviews to get information, 28% use other forms of media, 25% use handheld devices / mobile applications / social media, and 11% use other libraries.

Methods of Getting Information Outside of Winnipeg Public Library (n=178)



For those that use Information / Reference Services, respondents were asked how often they had used the Winnipeg Public Library's Information / Reference Services within the past 12 months, with 40% responding once a month or more often (7% once a week or more, 20% two or three times per month, and 13% once a month). An additional 28% reported using the service about four to eight times per year, and another 30% using the service once or twice per year.

When asked how important the Library's Information / Reference Services were, the average response was 8.43 out of 10 (with 1 being low and 10 being high); when asked about their level of satisfaction with these services, the average response was 8.46. These findings suggest that these services are meeting expectations.

Respondents that have used the Library’s Information / Reference Services within the past 12 months were asked what they like the most and what they like the least about the service. The most liked aspects included the fact that the service is free (82%), helpful and courteous library staff (75%), ease of use and convenient location of the service desk, collections and staff (both 68%), the ability to submit requests online or via telephone (52%), and the promptness of responses (50%).

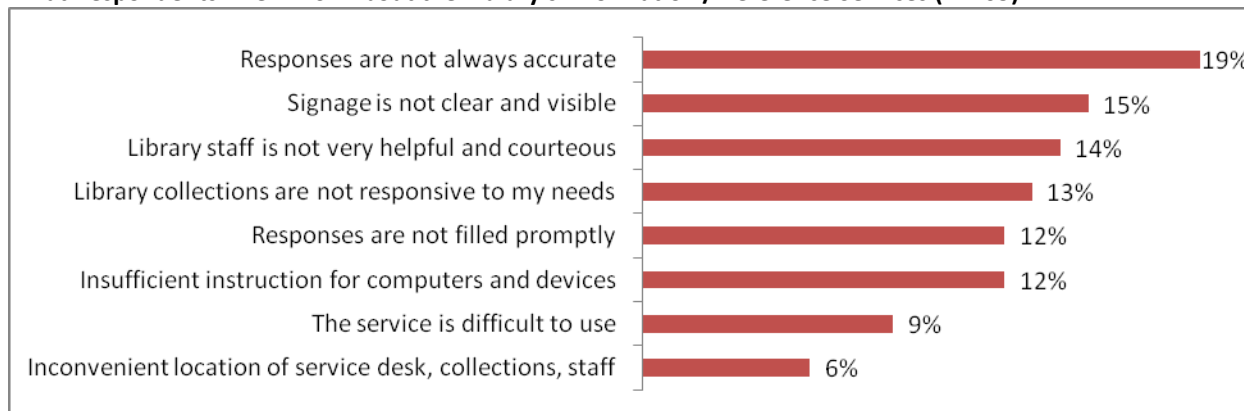
Respondents that primarily use branches other than Millennium were more likely to identify the ease of use of the service, convenient location of the service desk collections, and staff, the ability to submit requests online or by telephone, the fact that this is a free service, helpful and courteous staff, and the promptness of responses as things they like most about Information / Reference Services.

What Respondents Like MOST About the Library’s Information / Reference Services (n=214)



Conversely, 19% of respondents that have used the service in the past 12 months found that responses were not always accurate, 15% felt that signage was not always clear and visible, 14% found the library staff were not very helpful and courteous, and 13% felt that the Library’s collections were not responsive to their needs.

What Respondents Like LEAST About the Library’s Information / Reference Services (n=105)



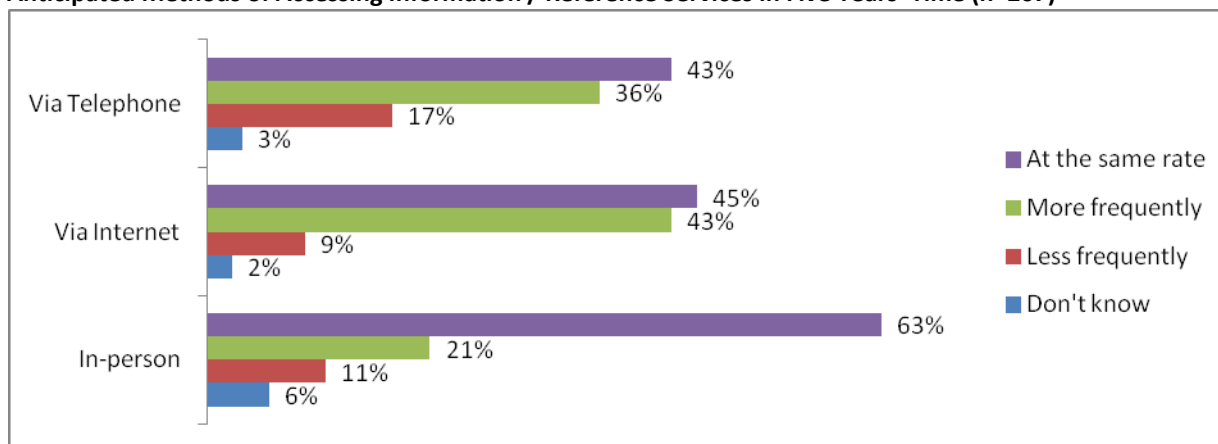
When asked which method they used to access the Library’s Information / Reference Services within the past 12 months, the most common response was in-person (e.g., assistance from library staff; 84%). 61%

used the internet (including ERef from any location including within the library), and 29% used the telephone.

Respondents that primarily use branches other than Millennium were more likely to have accessed Information / Reference Services in person or via the internet.

To further probe modes of access, respondents were asked whether they see themselves accessing the Library's Information / Reference Services in-person, via internet, and via telephone less frequently, at the same rate, or more frequently in five years' time.

Anticipated Methods of Accessing Information / Reference Services in Five Years' Time (n=207)



It is interesting, albeit not surprising, that the Internet is anticipated to be used more frequently to access this service. In addition, 63% plan to continue using the Information / Reference Services in person in five years' time at the same rate as today, which suggests that there will continue to be a need for personal service when one is in the physical library. The telephone is anticipated to be used less frequently by 17% of respondents.

Interlibrary Loan Services

The Winnipeg Public Library will arrange for users to acquire collection items not available at the Winnipeg Public Library (i.e., from other library systems in Canada) through Interlibrary Loans. This service is provided at no charge to the user.

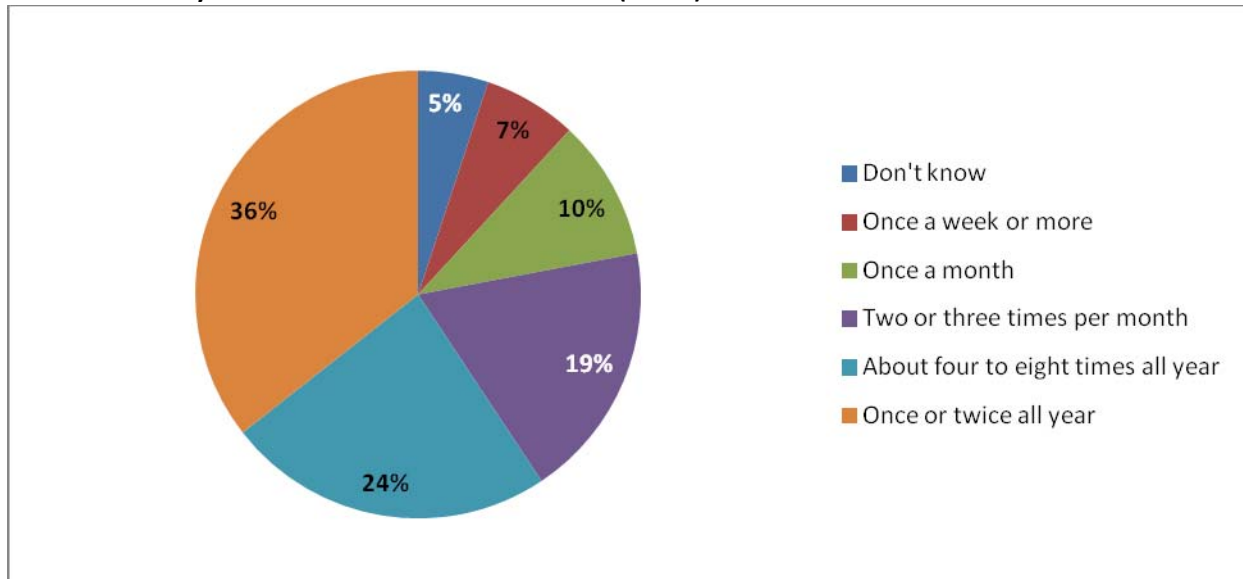
Respondents to the survey were asked if they had personally used the Library's Interlibrary Loan Services within the past 12 months; 31% reported using the service. (Note: Although a definition was provided in the [Survey](#), it is possible that some respondents interpreted Interlibrary Loan service to be Intra-branch lending)

Of those that have not used the service in the past 12 months, the primary reason given was a lack of awareness of the service and how to use it (note: this was an open-ended question). In addition, some respondents make use of the University of Manitoba library, while others prefer not to go to Millennium Branch to pick up and drop off resources.

Of those that do not use the Interlibrary Loan Services, 49% obtain collection items that are not available through the Winnipeg Public Library by purchasing the items through bookstores or online. 46% do not feel a need to obtain items outside of the Winnipeg Public Library, 36% borrow through other sources, and 17% access other libraries directly.

Of those respondents that have used the Interlibrary Loan Services in the past 12 months, 36% used the service at least once per month (10% once per month, 19% two or three times per month, and 7% once a week or more). 36% only used the service once or twice all year, with an additional 24% using it about four to eight times per year.

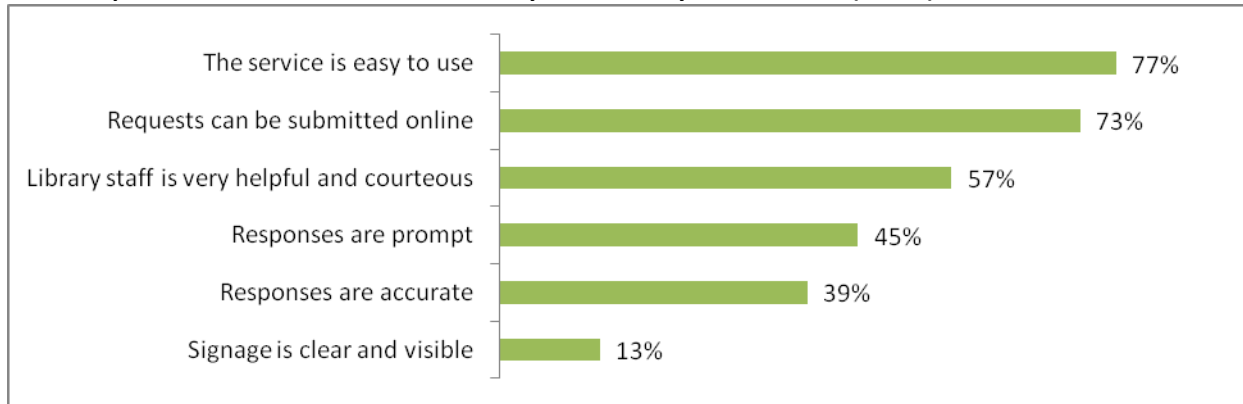
Use of Interlibrary Loan Services in the Past 12 Months (n=397)



Respondents that reported using the Interlibrary Loan Services were asked to report how important the service is to them, as well as how satisfied they are with the service. When asked how important the Interlibrary Loan Services were, the average response was 8.53 out of ten; when asked about their level of satisfaction with these services, the average response was 8.76 out of ten. These findings suggest that these services are meeting expectations.

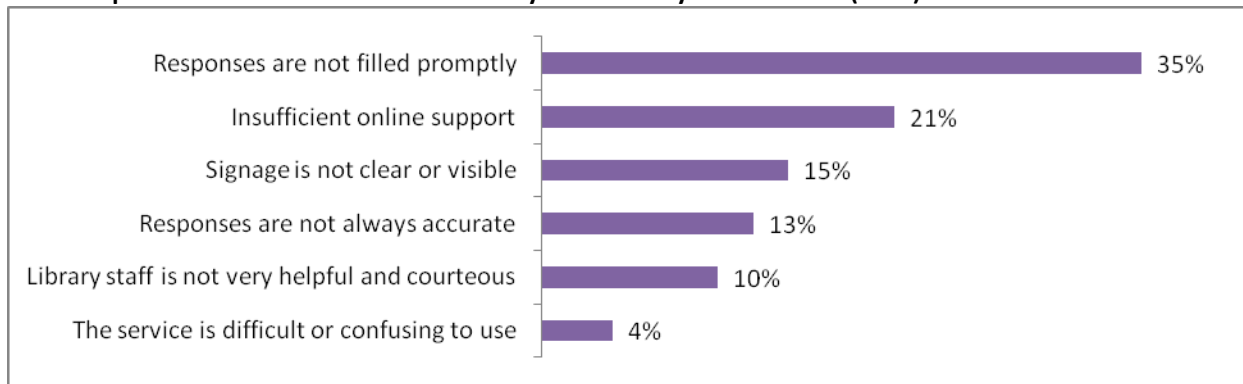
Respondents that have used the Library's Interlibrary Loan Services within the past 12 months were asked what they like the most and what they like the least about the service. The most liked aspects included the ease of using the service (77%), the ability to submit requests online (73%), the helpful and courteous staff (57%), the promptness of responses (45%), the accuracy of responses (39%), and the fact that signage is clear and visible (13%).

What Respondents Like MOST About the Library’s Interlibrary Loan Services (n=111)



Conversely, when asked what they liked least about the Library’s Interlibrary Loan Services, the most common answer was that responses are not filled promptly (35%), followed by insufficient online support (21%), signage is not clear or visible (15%), responses are not always accurate (13%), library staff are not very helpful and courteous (10%), and the service is difficult or confusing to use (4%).

What Respondents Like LEAST About the Library’s Interlibrary Loan Services (n=48)



When asked which method they used to access the Library’s Interlibrary Loan Services within the past 12 months, the most common response was via the Internet (78%), followed by in-person (e.g., assistance from library staff) at 51%.

Respondents that primarily use branches other than Millennium were more likely to have accessed the Library’s Interlibrary Loan Services both in-person and via the internet.

Younger respondents (age 47 and under) were more likely than older respondents (age 48 and older, a grouping that includes baby boomers and seniors) to have accessed the Library’s Interlibrary Loan Services via the internet.

Respondents were asked whether they see themselves accessing the Library’s Interlibrary Loan Services less frequently, at the same rate, or more frequently in five years’ time, with 50% anticipating using the service at the same rate. 37% feel that they will use the service more frequently, 9% don’t know, and 4% anticipate using it less frequently.

Library Readers' Advisory

Winnipeg Public Library staff provides a customized service whereby fiction and/or non-fiction titles are recommended to users of all ages for their recreational reading pleasure.

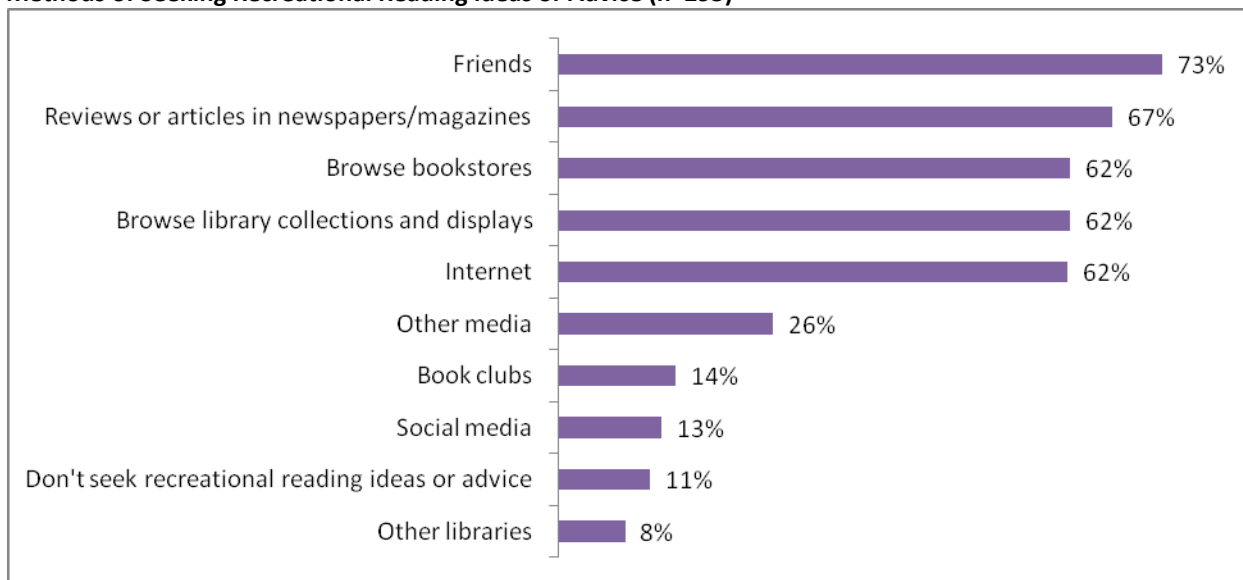
When asked whether they had personally used the Library Readers' Advisory within the past 12 months, 21% of respondents indicated that they had.

Those that did not utilize this service were asked to identify any barriers (open-ended question) that kept them from using them; the most common response was that they were unaware of the service. In addition, other barriers / reasons given for not using the service included enjoying browsing the stacks for ideas, concern that some selections are not age-appropriate, lack of an active library card, and not finding the service to be user-friendly.

The survey asked how respondents that do not use the Library Readers' Advisory seek recreational reading ideas or advice. The most common response was friends (73%), followed by reading reviews or articles in newspapers and magazines (67%), browsing bookstores (62%), browsing library collections and displays (62%), and the Internet (62%).

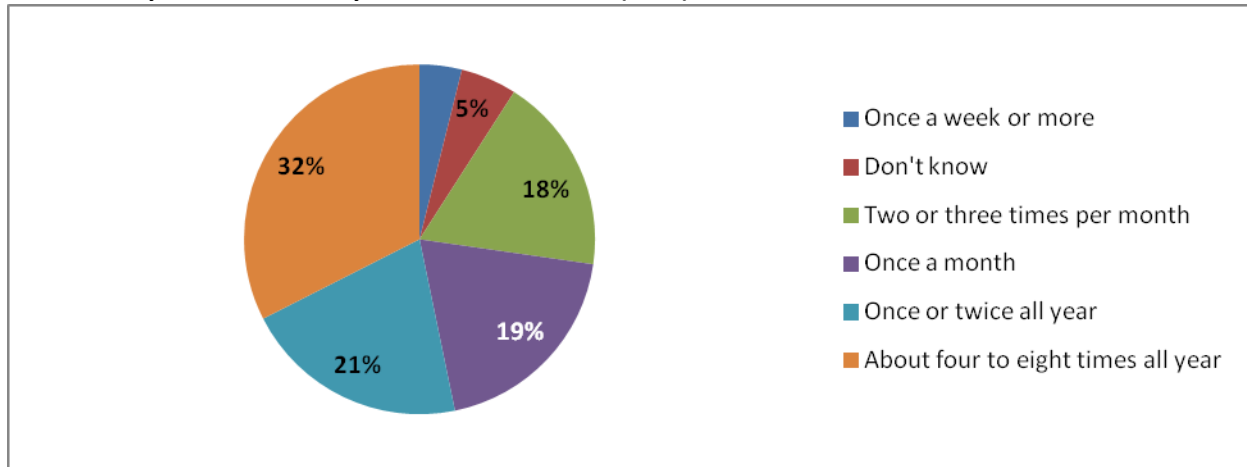
Respondents that primarily use branches other than Millennium were more likely to browse Library collections and displays, browse bookstores, read reviews or articles in newspapers and magazine, and consult friends and the internet to seek recreational reading ideas or advice.

Methods of Seeking Recreational Reading Ideas or Advice (n=295)



Of those respondents that have used Library Readers' Advisory within the past 12 months, 32% used the service about four to eight times per year, 21% used them once or twice all year, 19% once a month, 18% two or three times per month, 5% didn't know, and 4% used the services once a week or more.

Use of Library Readers' Advisory in the Past 12 Months (n=77)



When asked how important the Library Readers' Advisory was to them, the average response was 7.65 out of 10; when asked about their level of satisfaction with this service, the average response was 8.04. These findings suggest that Readers' Advisory is generally meeting expectations.

Respondents that have used the Library Readers' Advisory within the past 12 months were asked what they like the most and what they like the least about the service. The most liked aspects included the fact that it is a free service (73%), the ease of using the service (64%), the helpful and courteous staff (63%), the ability to submit requests online or by telephone (45%), the convenient location of the service desk, collections, and staff (42%), promptness of responses (32%), library collections being responsive to one's needs (30%), accuracy of responses (26%), assistance provided for using computers and other devices (25%), and that signage is clear and well located (16%).

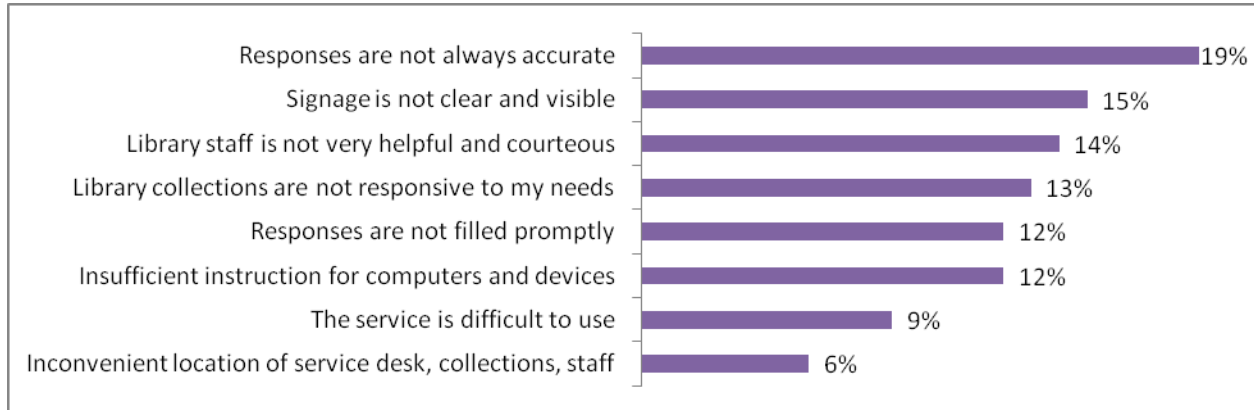
What Respondents Like MOST About the Library Readers' Advisory (n=73)



When respondents that have used the Library Readers' Advisory within the past 12 months were asked what they like the least about the service, the most common response was that responses were not always accurate (19%), followed by signage is not clear and visible (15%), library staff are not very

helpful and courteous (14%), library collections are not responsive to one’s needs (13%), requests are not filled promptly (12%), instructions for using computers and other devices are insufficient or confusing (12%), the service is difficult to use (9%), and the location of the service desk, collections, and staff (6%) are inconvenient.

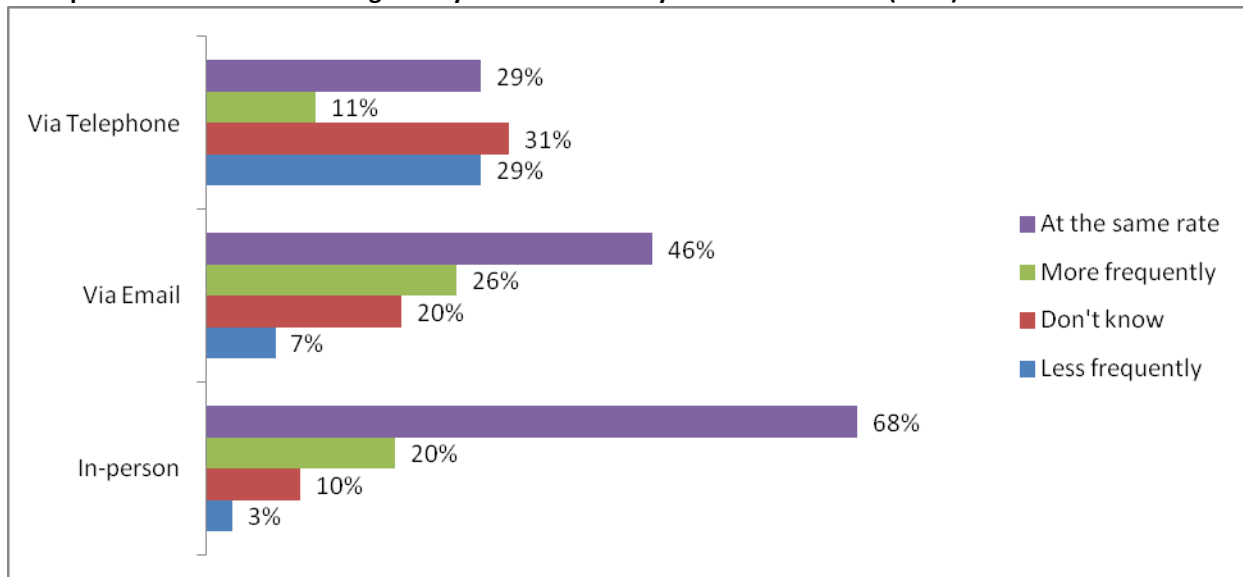
What Respondents Like LEAST About the Library Readers’ Advisory (n=35)



When asked which method they used to access the Library Readers’ Advisory within the past 12 months, the most common response was in-person (e.g., assistance from library staff; 83%). 38% used email (from any location, including within the library), and 17% used the telephone. To further probe modes of access, respondents were asked whether they see themselves accessing the Library’s Readers’ Advisory in-person, via email, and via telephone less frequently, at the same rate, or more frequently in five years’ time.

Respondents that primarily use branches other than Millennium were more likely to have accessed the Library Readers’ Advisory in the past 12 months in-person, via email, and via telephone than those that primarily use Millennium Branch.

Anticipated Methods of Accessing Library Readers’ Advisory in Five Years’ Time (n=69)



As with the findings for Information / Reference Services, email options appear to be growing in popularity, but not necessarily at the expense of in-person service. 26% of respondents reported that they anticipate using email more frequently to access the Library Readers' Advisory. In addition, 68% plan to continue using the Library's Readers' Advisory in person in five years' time, and 29% plan to use the telephone to access this service less frequently, which suggests that there will continue to be a need for personal service at service outlets.

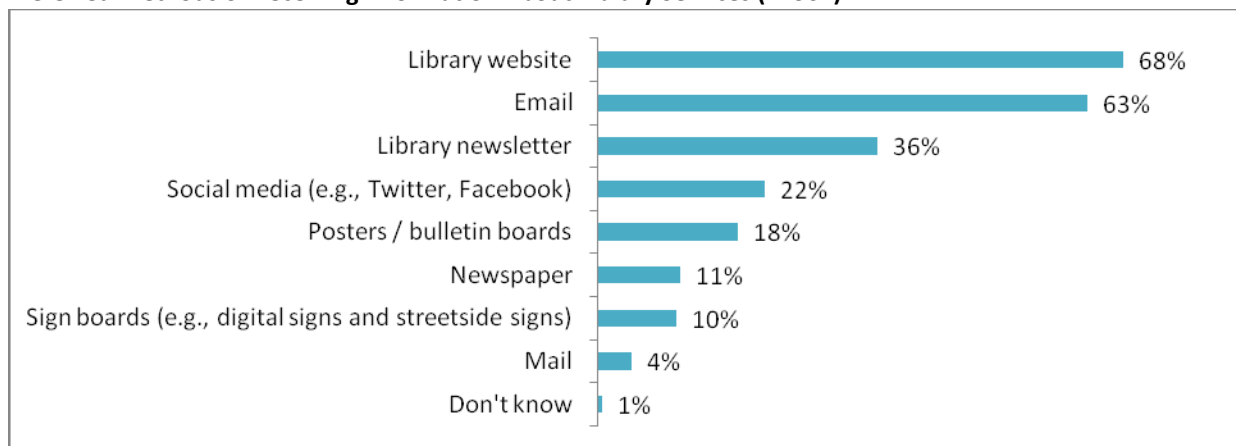
General Statements

Respondents were asked to rate the helpfulness of Winnipeg Public Library staff when they seek assistance. The majority (73%) found the staff to be very helpful. 18% found the staff to be somewhat helpful, 6% have never requested assistance, and only 1% found the staff to be not helpful (2% didn't know).

With respect to receiving information from the Library, respondents were asked to provide the best ways for the Library to inform them about their services, with the top two responses being the Library website and email (68% and 63% respectively). The Library newsletter was the next most common response (36%), followed by social media (e.g., Twitter, Facebook; 22%), posters / bulletin boards (18%), the newspaper (11%), sign boards (e.g., digital signs and streetside signs; 10%), and by mail (4%).

Respondents that primarily use branches other than Millennium were more likely to identify the Library's website, the Library's newsletter, and email as the best ways for the Library to inform them about its services.

Preferred Methods of Receiving Information About Library Services (n=367)



Through an open-ended question, the survey also solicited ideas to improve the Winnipeg Public Library's community marketing. A wide variety of responses were received, including:

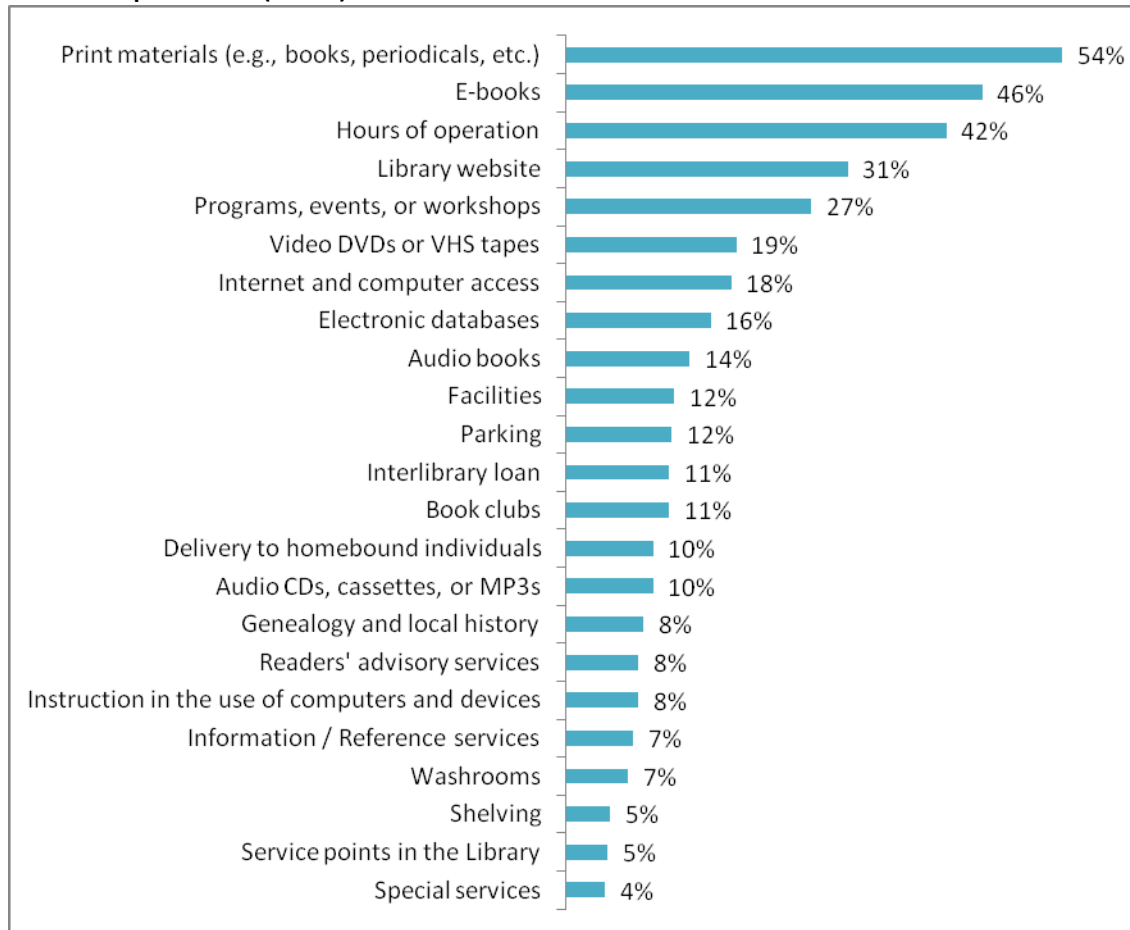
- social networking;
- traditional media (e.g., radio, television, newspaper ads, etc.);
- increased awareness within the schools;
- outreach to ethnically diverse groups and seniors' residences;
- celebrity endorsement;
- posters / sign boards / billboards;

- sponsorship of public events and advertisement at other community facilities; and
- an ad campaign with real people using the library.

Respondents were asked to identify five services currently provided by the Winnipeg Public Library that should be improved upon over the next few years. The top responses were print materials (e.g., books, periodicals, etc.; 54%), e-books (46%), hours of operation (42%), the Library website (31%), and programs / events / workshops (27%).

Respondents that primarily use branches other than Millennium were more likely to identify print materials, e-books, and hours of operation as areas for improvement in the next few years.

Areas of Improvement (n=353)



User/Demographic Profile

The following summarizes the socio-demographic profile of those responding to the online survey:

Library Cards

- 96% of respondents have a library card with the Winnipeg Public Library; and
- 4% of respondents do not have a library card.

Preferred Branch

- 30% of respondents use the Millennium branch;
- 7% of respondents use the Henderson branch;
- 6% of respondents use the Louis Riel Branch; and
- 5% of respondents or less use all other locations.

Age

- The average age of respondents was 51 years.

Area of Residence

- Each of the five most commonly mentioned postal codes (R3S, R3B, R2M, R3K, and R2K) is located in a different area of the City of Winnipeg (southwest, downtown, southeast, west, and north east, respectively)

Language

- The primary language spoken in 96% of respondent households is English.

Employment

- 53% of respondents are employed full-time;
- 18% of respondents are retired;
- 16% of respondents are employed part-time;
- 8% of respondents are students; and
- 4% of respondents are unemployed.

Education

- 60% of respondents are university graduates (note: Respondents that primarily use branches other than Millennium were more likely to be University graduates than those that primarily use Millennium Branch);
- 16% of respondents have college or technical school diplomas;
- 10% of respondents have completed some college, university, or technical school;
- 9% of respondents are high school graduates; and
- 5% of respondents have completed some high school.

Gender

- 76% of respondents were female; and
- 24% of respondents were male.

A. GENERAL USAGE PROFILE

1. In addition to Information Services, the Winnipeg Public Library offers a full range of different collections, programs, activities and services. Please select the ones that you have PERSONALLY USED within the past 12 months. (select all that apply)

	#	%
Borrowing print materials	383	92%
Borrowing audio books	119	29%
Borrowing e-books	131	31%
Borrowing video DVDs or VHS tapes	219	53%
Borrowing audio CDs, cassettes, or MP3s	134	32%
Book clubs	35	8%
Programs, events, or workshops	106	25%
Internet or computer access	158	38%
Accessing the Library's website	329	79%
Using electronic databases	144	35%
Accessing micromedia services such as microfilm	17	4%
Accessing the Library's catalogue	287	69%
Genealogy and local history	42	10%
Special services	12	3%
Delivery to homebound individuals	7	2%
Answered question	417	
Skipped question	21	

Other
Interlibrary loan
Hanging out
Book sales
Volunteering
Studying
Reserving meeting space

B. INFORMATION / REFERENCE SERVICES

2. Have you PERSONALLY USED the Library's Information/Reference services within the past 12 months?

	#	%
Yes	238	55%
No	197	45%
Answered question	435	
Skipped question	3	

3. You indicated that you have not used the Library's INFORMATION/REFERENCE SERVICES within the past 12 months. Please identify any BARRIERS that are keeping you from using these services, if any.

- Personally knowledgeable about Library's services
- Own computer at home
- Staff are always busy and don't feel like waiting for them
- Uncertainty re: services provided / lack of awareness
- Inconvenient hours of operation
- Prefer accessing online
- Old age
- Live outside of Winnipeg
- Couldn't attend workshop about how to borrow e-books

4. If you do not use the Winnipeg Public Library’s Information/Reference services at all, how do you usually GET YOUR INFORMATION? (select all that apply)

	#	%
Handheld devices / mobile apps / social media	45	25%
Internet at home or at the office	168	94%
Newspapers and magazines	114	64%
Book reviews	78	44%
Other media	49	28%
Friends and colleagues	99	56%
Other libraries	20	11%
Answered question	178	
Skipped question	260	

Other

University libraries

5. Within the past 12 months, approximately HOW OFTEN did you use the Library’s Information/Reference Services?

	#	%
Once a week or more	16	7%
Two or three times per month	43	20%
Once a month	28	13%
About four to eight times all year	62	28%
Once or twice all year	65	30%
Don't know	5	2%
Answered question	219	
Skipped question	219	

6. How IMPORTANT are the Library’s Information/Reference Services to you? Please rate this on a scale of 1 to 10, where 1 is “not at all important” and 10 is “very important”.

Total responses 215
Average response (out of 10) 8.43

7. How SATISFIED are you with the Library’s Information/Reference Services? Please rate this on a scale of 1 to 10, where 1 is “not at all satisfied” and 10 is “very satisfied”.

Total responses 214
Average response (out of 10) 8.46

8. Which of the following aspects do you LIKE MOST about the Library's Information/Reference Services? (select all that apply)

	#	%
The service is easy to use	145	68%
The service desk, collections, and staff are conveniently located	145	68%
Signage is clear and visible	83	39%
Library collections are responsive to my needs	67	31%
Assistance is provided for using computers and other devices	70	33%
Requests can be submitted online or by telephone	111	52%
This is a free service	175	82%
Library staff is very helpful and courteous	160	75%
Responses are prompt	106	50%
Responses are accurate	88	41%
Answered question	214	
Skipped question	224	

Other
 Helpful staff
 Availability of books recommended by others
 Service in French
 Being able to talk to a person (not automated)

9. Which of the following aspects do you LIKE LEAST about the Library's Information/Reference Services? (select all that apply)

	#	%
The service is difficult to use	9	9%
The service desk, collections, and staff are not conveniently located	6	6%
Signage is not clear and visible	16	15%
Library collections are not responsive to my needs	14	13%
Insufficient or confusing instruction for using computers and other de	13	12%
Library staff is not very helpful and courteous	15	14%
Responses are not filled promptly	13	12%
Responses are not always accurate	20	19%
Answered question	105	
Skipped question	333	

Other
 Hang Dewey subject lists in stacks at all branches
 Some librarians are not approachable and noisy
 Insufficient staffing, especially at peak times
 Difficult to reach specific areas (e.g., children, teens)
 Need better advertisement and promotion of Library services
 Want to see foreign section books in catalogue
 Want to limit search better
 Depends on branch
 Limited materials
 No faxing on main level

10. Within the past 12 months, which of the following methods did you use to ACCESS the Library's Information/Reference Services? (select all that apply)

	#	%
In-person (e.g., assistance from library staff)	176	84%
Internet (e.g., Eref from any location, including within the library)	127	61%
Telephone	41	20%
Answered question	209	
Skipped question	229	

11. In five years' time, do you see yourself accessing the Library's Information/Reference Services IN-PERSON (i.e., within the library) less frequently, at the same rate, or more frequently? (select one only)

	#	%
Less frequently	23	11%
At the same rate	130	63%
More frequently	43	21%
Don't know	12	6%
Answered question	208	
Skipped question	230	

12. In five years' time, do you see yourself accessing the Library's Information/Reference Services via INTERNET (ERef) less frequently, at the same rate, or more frequently? (select one only)

	#	%
Less frequently	5	2%
At the same rate	89	43%
More frequently	94	45%
Don't know	19	9%
Answered question	207	
Skipped question	231	

13. In five years' time, do you see yourself accessing the Library's Information/Reference Services via TELEPHONE less frequently, at the same rate, or more frequently? (select one only)

	#	%
Less frequently	90	43%
At the same rate	76	36%
More frequently	7	3%
Don't know	36	17%
Answered question	209	
Skipped question	229	

C. INTERLIBRARY LOAN SERVICES

14. Have you PERSONALLY USED Interlibrary Loan Services services within the past 12 months?

	#	%
Yes	125	31%
No	272	69%
Answered question	397	
Skipped question	41	

15. You indicated that you have not used the Library’s INTERLIBRARY LOAN SERVICES within the past 12 months. Please identify any BARRIERS that are keeping you from using these services, if any.

- Unaware of service and how to access it
- Use University of Manitoba resources
- Only use e-books
- Winnipeg Public Library has the books and resources I need
- Use electronic database
- Couldn't figure out Overdrive on smartphone
- Unsure how to order books in Serbian
- Don't want to go to Millennium branch to pick up and drop off resources

16. If you do not use the Winnipeg Public Library’s Interlibrary loan services at all, how do you OBTAIN COLLECTION ITEMS not available through the Winnipeg Public Library? (select all that apply)

	#	%
Don't need to obtain items outside the Winnipeg Public Library	116	46%
Access other libraries directly	44	17%
Purchase items through bookstores or online	124	49%
Borrow through other sources (e.g., friends, colleagues, etc.)	91	36%
Answered question	253	
Skipped question	185	

- Other**
- Buy them
 - Online (including EBSCO)
 - Unaware of interlibrary loan, but would use if needed
 - Use University of Manitoba libraries
 - Use CNIB Library
 - Suggest that the Library purchase desired item
 - Government publications
 - Don't borrow
 - Try to find e-books
 - Use University of Winnipeg libraries
 - Use work library
 - Google Books

17. Within the past 12 months, approximately HOW OFTEN did you use the Library's Interlibrary Loan Services?

	#	%
Once a week or more	8	7%
Two or three times per month	22	19%
Once a month	12	10%
About four to eight times all year	28	24%
Once or twice all year	42	36%
Don't know	6	5%
Answered question	118	
Skipped question	320	

18. How IMPORTANT are the Library's Interlibrary Loan Services to you? Please rate this on a scale of 1 to 10, where 1 is "not at all important" and 10 is "very important".

Answered question	116
Skipped question	322
Average response (out of 10)	8.53

19. How SATISFIED are you with the Library's Interlibrary Loan Services? Please rate this on a scale of 1 to 10, where 1 is "not at all satisfied" and 10 is "very satisfied".

Answered question	113
Skipped question	325
Average response (out of 10)	8.76

20. Which of the following aspects do you LIKE MOST about the Library's Interlibrary Loan Services? (select all that apply)

	#	%
The service is easy to use	86	77%
Signage is clear and visible	14	13%
Requests can be submitted online	81	73%
Library staff is very helpful and courteous	63	57%
Responses are prompt	50	45%
Responses are accurate	43	39%
Answered question	111	
Skipped question	327	

Other
Allows the library to maximize use of resources
That it exists
Easy access for those without transportation and/or with lower incomes
Provides small libraries the opportunity to access materials

21. Which of the following aspects do you LIKE LEAST about the Library's Interlibrary Loan Services? (select all that apply)

	#	%
The service is difficult or confusing to use	2	4%
Signage is not clear or visible	7	15%
Insufficient online support	10	21%
Library staff is not very helpful and courteous	5	10%
Responses are not filled promptly	17	35%
Responses are not always accurate	6	13%
Answered question	48	
Skipped question	390	

<p>Other Not province-wide Reminder needed when items are not picked up immediately Can only pick up and drop off downtown or at St. Boniface Wait times for popular materials Not available for magazines Fines Phone message does not identify user by name</p>

22. Within the past 12 months, which of the following methods did you use to ACCESS the Library's Interlibrary Loan Services? (select all that apply)

	#	%
In-person (e.g., assistance from library staff)	56	51%
Internet (e.g., from any location, including within the library)	86	78%
Answered question	110	
Skipped question	328	

23. In five years' time, do you see yourself USING the Library's Interlibrary Loan services less frequently, at the same rate, or more frequently? (select one only)

	#	%
Less frequently	5	4%
At the same rate	58	50%
More frequently	43	37%
Don't know	11	9%
Answered question	117	
Skipped question	321	

24. In five years' time, do you see yourself placing youth InterLibrary Loan requests to the Library VIA EMAIL less frequently, at the same rate, or more frequently? (select one only)

	#	%
Less frequently	7	6%
At the same rate	61	53%
More frequently	31	27%
Don't know	16	14%
Answered question	115	
Skipped question	323	

D. LIBRARY READERS' ADVISORY

25. Have you PERSONALLY USED the Library's Readers' Advisory services within the past 12 months?

	#	%
Yes	80	21%
No	305	79%
Answered question	385	
Skipped question	53	

26. You indicated that you have not used the Library's READERS' ADVISORY SERVICES within the past 12 months. Please identify any BARRIERS that are keeping you from using these services, if any.

- Unaware of service
- Enjoy browsing the stacks
- Not seeking fiction books
- Feel selections are sometimes inappropriate (e.g., vampires, zombies, etc.) for age groups
- Some librarians don't seem interested in discussing book choices
- Never thought of using it
- No active library card
- Already have sizeable reading list
- Not user-friendly
- Some of the staff are coarse

27. If you do not use the Winnipeg Public Library's Readers' Advisory Services at all, how do you SEEK RECREATIONAL READING IDEAS OR ADVICE? (select all that

	#	%
Don't seek recreational reading ideas or advice	33	11%
Browse library collections and displays	183	62%
Browse bookstores	183	62%
Reviews or articles in newspapers and magazines	198	67%
Other media	77	26%
Friends	216	73%
Book clubs	42	14%
Social media	37	13%
Internet	182	62%
Other libraries	24	8%
Answered question	295	
Skipped question	143	

Other
Twitter
Facebook
Newspaper
Amazon, Kobo, etc.
Leisure Guide
Best of' lists and award winners
Other librarians
Goodreads.com
Read new books from authors I like
Family
New books list on catalogue

28. Within the past 12 months, approximately HOW OFTEN did you use the Library's Readers' Advisory Services?

	#	%
Once a week or more	3	4%
Two or three times per month	14	18%
Once a month	15	19%
About four to eight times all year	25	32%
Once or twice all year	16	21%
Don't know	4	5%
Answered question	77	
Skipped question	361	

29. How IMPORTANT are the Library's Readers' Advisory Services to you? Please rate this on a scale of 1 to 10, where 1 is "not at all important" and 10 is "very important".

Answered question	74
Skipped question	364
Average response (out of 10)	7.65

30. How SATISFIED are you with the Library's Readers' Advisory Services? Please rate this on a scale of 1 to 10, where 1 is "not at all satisfied" and 10 is "very satisfied".

Answered question	74
Skipped question	364
Average response (out of 10)	8.04

31. Which of the following aspects do you LIKE MOST about the Library's Readers' Advisory Services? (select all that apply)

	#	%
The service is easy to use	47	64%
The service desk, collections, and staff are conveniently located	31	42%
Signage is clear and well located	12	16%
Library collections are responsive to my needs	22	30%
Assistance is provided for using computers and other devices	18	25%
Requests can be submitted online or by telephone	33	45%
This is a free service	53	73%
Library staff is very helpful and courteous	46	63%
Responses are prompt	23	32%
Responses are accurate	19	26%
Answered question	73	
Skipped question	365	

Other

Appreciate being helped by someone who knows the collection
Conveniently listed on website

32. Which of the following aspects do you LIKE LEAST about the Library's Readers' Advisory Services? (select all that apply)

	#	%
The service is difficult or confusing to use	1	3%
The service desk, collections, and staff are not conveniently located	2	6%
Signage is not obvious or clear	10	29%
Library collections are not responsive to my needs	4	11%
Insufficient or confusing instruction for using computers and other de	2	6%
Library staff is not very helpful and courteous	3	9%
Responses are not filled promptly	3	9%
Responses are not always accurate	11	31%
Answered question	35	
Skipped question	403	

Other
Supply needs to meet demand
Inconvenience of short hours at local library
Some technical difficulties (e.g., Internet, and loading e-books and talking books)
Shortage of staff leaves desk unattended
Bottom shelves can be inaccessible for seniors

33. Within the past 12 months, which of the following methods did you use to ACCESS the Library's Readers' Advisory Services? (select all that apply)

	#	%
In-person (e.g., assistance from library staff)	57	83%
Email (from any location, including within the library)	26	38%
Telephone	12	17%
Answered question	69	
Skipped question	369	

34. In five years' time, do you see yourself accessing the Library's Readers' Advisory Services IN-PERSON (i.e., within the library) less frequently, at the same rate, or more frequently? (select one only)

	#	%
Less frequently	2	3%
At the same rate	48	68%
More frequently	14	20%
Don't know	7	10%
Answered question	71	
Skipped question	367	

35. In five years' time, do you see yourself accessing the Library's Readers' Advisory Services VIA EMAIL less frequently, at the same rate, or more frequently? (select one only)

	#	%
Less frequently	5	7%
At the same rate	32	46%
More frequently	18	26%
Don't know	14	20%
Answered question	69	
Skipped question	369	

36. In five years' time, do you see accessing the Library's Readers' Advisory Services by TELEPHONE less frequently, at the same rate, or more frequently? (select one only)

	#	%
Less frequently	20	29%
At the same rate	22	31%
More frequently	8	11%
Don't know	20	29%
Answered question	70	
Skipped question	368	

E. GENERAL STATEMENTS

37. When you seek ASSISTANCE from Winnipeg Public Library STAFF, do you find them:

	#	%
Not helpful	4	1%
Somewhat helpful	66	18%
Very helpful	266	73%
I have never requested assistance	21	6%
Don't know	7	2%
Answered question	364	
Skipped question	74	

38. What are the best ways for the Library to INFORM YOU about their services? (select up to three responses)

	#	%
Social media (e.g., Twitter, Facebook)	79	22%
Library website	248	68%
Library newsletter	132	36%
Posters / bulletin boards	66	18%
Email	231	63%
Mail	16	4%
Newspaper	39	11%
Sign boards (e.g., digital signs and streetside signs)	37	10%
Don't know	2	1%
Answered question	367	
Skipped question	71	

Other

Signage within library
 Community newspapers
 Bookmarks at library checkout
 Community newsletters
 Telephone
 Brochures / handouts
 Bus signs
 Through online user account
 Television news

39. In what ways can the Library IMPROVE ITS MARKETING to the community?

Mapping of libraries
Social networking
Text messaging
Radio
Television
School tours
Increase number of mobile libraries
Offer more workshops and educational presentations
Wider distribution of programs catalogue
Use schools
Be clearer re: what is happening at specific branches
Hold regular book sales
Email
Word of mouth
Facebook
Value multiculturalism through tailored programs for ethnic groups
Ad campaign with real people about how they use the library
Slogans (e.g., 'Knowledge is power')
Newspaper ads
Book clubs by genre
Flyers
More welcoming staff
Ads should show shy librarians are necessary in the Internet age
Outreach at seniors' residences
Be welcoming to all
Celebrity endorsement
Displays at malls and festivals
Promote library as a social place
Determine target demographics and market to them
Posters
Sign boards, digital signs, and streetside signs
Provide a Deaf interpreter
Better website
Contests
Billboards
Advertise at other community facilities
Theme weeks (e.g., grandparent and grandchild)
Sponsor public events
Purchase more new bestsellers by local and prize-winning authors
Public relations with Friends of the Winnipeg Public Library
Advertise in the Metro
Leisure Guide
Multilingual brochures and flyers
Advertise hours of operation

40. In terms of overall services the Library offers, from the following list, please identify up to 5 services or resources that you feel the Library should focus on improving over the next few years. (select up to five)

	#	%
Print materials (e.g., books, periodicals, etc.)	192	54%
Audio books	48	14%
E-books	161	46%
Video DVDs or VHS tapes	66	19%
Audio CDs, cassettes, or MP3s	34	10%
Book clubs	40	11%
Programs, events, or workshops	95	27%
Internet and computer access	64	18%
Library website	109	31%
Electronic databases	56	16%
Instruction in the use of computers and other devices	28	8%
Information / Reference services	26	7%
Interlibrary loan	40	11%
Readers' advisory services	28	8%
Facilities	42	12%
Service points in the Library	16	5%
Shelving	17	5%
Washrooms	24	7%
Parking	41	12%
Genealogy and local history	30	8%
Special services	15	4%
Delivery to homebound individuals	34	10%
Hours of operation	147	42%
Answered question	353	
Skipped question	85	

Other
Better communication with public
Increase hours of operation
Improve wireless internet
Improve safety of Millennium location
Large print books
Educating new Canadians about the Winnipeg Public Library
Build a larger library
Offer groups for homeschool kids
Make interlibrary loan options available from online catalogue
Continue to increase supply of ethnically diverse resources
More preschool programs after working hours
Reading areas
Increased accessibility
Availability of rooms for non-profit events
Add gender neutral washrooms
More work with the Winnipeg Folk Festival
Streamline return system at Fort Garry Library
Improve website and search catalogue
Open library on Sundays in the summer
Improve e-book compatibility
Free DVD rentals
Increase number of holds allowed
Longer borrowing time for digital books
Security
Maintain local neighbourhood facility access
Have a greeter
Marketing
More community programming, particular at non-central branches

F. USER / DEMOGRAPHIC PROFILE

41. Do you have a LIBRARY CARD with the Winnipeg Public Library?

	#	%
Yes	347	96%
No	15	4%
Don't know	1	0%
Answered question	363	
Skipped question	75	

42. Please select which library LOCATION you use most often from the dropdown box below?

	#	%
Charleswood	18	5%
Cornish	13	4%
Fort Garry	19	5%
Henderson	26	7%
Louis Riel	22	6%
Millennium	107	30%
Munroe	7	2%
Osborne	9	3%
Pembina Trail	13	4%
River Heights	12	3%
Sir William Stephenson	11	3%
St. Boniface	7	2%
St. James - Assiniboin	12	3%
St. John's	5	1%
St. Vital	18	5%
Transcone	13	4%
West End	8	2%
West Kildenan	15	4%
Westwood	12	3%
Windsor Park	12	3%
Mobile library	1	0%
Answered question	360	
Skipped question	78	

43. In what year were you born?

	#	%
1929 or earlier (82 yrs or older)	2	0%
1930 to 1939 (72 to 82 yrs)	13	3%
1940 to 1949 (62 to 72 yrs)	34	8%
1950 to 1959 (52 to 62 yrs)	73	18%
1960 to 1969 (42 to 52 yrs)	65	16%
1970 to 1989 (32 to 42 yrs)	140	34%
1980 or later (16 to 32 yrs)	79	19%
Total	406	100%
Average Year	1957	
Average Age	55	

44. What are the first three digits of your postal code?

R1C	0	0%
R2C	12	3%
R2E	2	1%
R2G	16	4%
R2H	7	2%
R2J	16	4%
R2K	20	6%
R2L	2	1%
R2M	24	7%
R2N	14	4%
R2P	5	1%
R2R	4	1%
R2V	18	5%
R2W	13	4%
R2X	9	2%
R2Y	3	1%
R3A	2	1%
R3B	25	7%
R3C	4	1%
R3E	16	4%
R3G	0	0%
R3H	10	3%
R3J	7	2%
R3K	23	6%
R3L	12	3%
R3M	11	3%
R3N	4	1%
R3P	17	5%
R3R	0	0%
R3S	30	8%
R3T	0	0%
R3V	2	1%
R3W	10	3%
R3X	5	1%
R3Y	0	0%
R4A	0	0%
R45A	3	1%
Rural	0	0%
Don't know	0	0%

Answered question 361

Skipped question 77

45. What is the PRIMARY language spoken in your home? (select one only)

	#	%
English	345	96%
French	2	1%
Other	13	4%
Answered question	360	
Skipped question	78	

Other
American Sign Language
Amharic
Both English and French
Chinese
Cree
Italian
Italian
Ojibway
Russian
Russian
Serbian
Spanish
Tagalog
Vietnamese

46. Which of the following best describes your CURRENT state of EMPLOYMENT? (select one only)

	#	%
Student	30	8%
Unemployed	14	4%
Employed part-time	58	16%
Employed full-time	190	53%
Retired	64	18%
Answered question	356	
Skipped question	82	

47. Which of the following best indicates your HIGHEST LEVEL OF SCHOOLING? (select one only)

	#	%
Some high school	17	5%
High school graduate	33	9%
Some college, university or technical school	37	10%
College or technical school diploma	58	16%
University graduate (one or more degrees)	217	60%
Answered question	362	
Skipped question	78	

48. What is your gender?

	#	%
Male	85	24%
Female	272	76%
Answered question	357	
Skipped question	81	

APPENDIX E. West End Library Form (Circulation & General Questions)

DATE: _____

WEST END LIBRARY CIRCULATION & GENERAL QUESTIONS

TELEPHONE	QUESTIONS re: PATRONS RECORD	
	BRANCH INFO	
	CINDY KLASSEN REC COMPLEX	
	GENERAL CIRC	
	OTHER	
	BOOK SALE	
	ONE-TIME PATRON	
	CARD RENEWAL	
	NEW CARDS	
	QUESTIONS re: PATRONS RECORD	
	SCANNING	
	PROGRAM REGISTRATION	
PUBLIC COMPUTERS	COPIER	
	WIFI	
	PRINTING	
	PC TROUBLE-SHOOTING	
	PC ASSISTANCE	
	DIRECTIONAL	
	HOURS/LOCATION	
	NEWSPAPERS	

APPENDIX F: Interim Report

Monday June 18, 2012 (Steering Committee changes included)

Introduction:

The Winnipeg Public Library requested the services of a consultant to:

- evaluate its current information and reference services and their delivery, related collections, technologies, physical layout and signage and marketing, and
- make recommendations to improve these services for now and the future.

This *Interim Report* includes:

- Winnipeg Community Profile
- Consultation to date, following surveys, meetings, focus groups and workshops. The results here include input from:
 - Focus group meeting with the Library Board
 - Focus group meeting with community representatives
 - Survey/meeting information from Steering Committee members, Managers and Branch heads
 - Staff workshops and staff survey

Highlights:

Winnipeg Community Profile

- Winnipeg has undergone notable population growth in recent years ; the latest Census forecasts a population growth of 28% by 2036
- consistent with national trends, the population of Winnipeg is aging; 49% of the population is 40 years old and older
- nearly 40% of Winnipeg citizens have College education or higher
- 19% of Winnipeg citizens defined themselves as immigrants, most of whom arrived in Canada prior to the 1990s. However, it is expected that more new Canadians will come to call Winnipeg home in upcoming years

Consultations

- the community loves its library and the services it provides. People want more collections and immediate access to them rather than placing holds, as well as more technology services, assistance and training provided by staff (e.g., e-readers, email set up, database searching, mobile apps); the community loves its library and the services it provides
- Information and reference services will continue in the future but by focusing on top notch customer-driven service, welcoming and accessible facilities and a full range of staff skills in both the information and technology arenas
- staff is resistant to change, especially in the area of technology
- staff training across the library system is of paramount importance; training also is needed in all aspects of technology from the most basic to more sophisticated applications and is

priority one; training in customer services, working with diverse communities and conducting effective reference interviews is also required

- Information and Reference Services is perhaps one of the most difficult services to market. However a new and dynamic strategy to market not only the services but staff skills and knowledge will raise awareness and better position the library more attractively as a key information source of the community

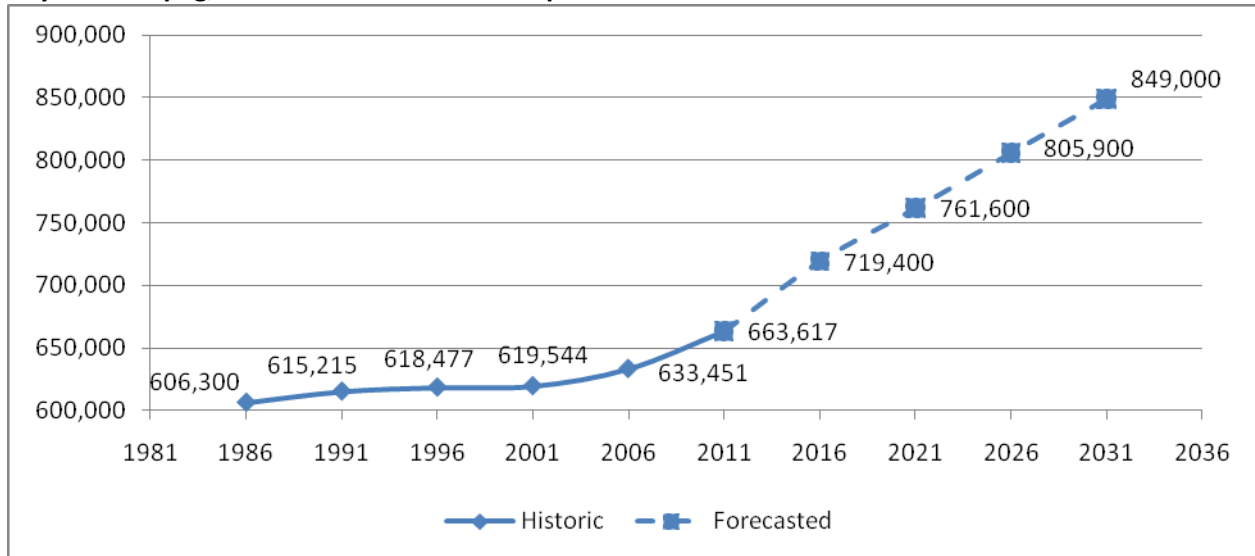
A. Winnipeg Community Profile

This section contains an overview of demographic characteristics that may be applicable to the analysis of information services that Winnipeg Public Library provides. Demographics include historic and forecasted population growth, age composition, household income, education, and place of work data.

Historic Population Growth & Population Forecast

In 2011, Statistics Canada reported Winnipeg's population at 663,617 people, which is a 4.8% increase from the City's 2006 population. The City is at the beginning of a period of high population growth, which has been forecasted and can be seen in the following chart. By 2036, the City is expected to grow to 849,000 people (a 28% increase).

City of Winnipeg, Historic and Forecasted Population Growth 1986-2031



Source: Statistics Canada Census 1986, 1991, 1996, 2001, 2006, 2011; Winnipeg Adjusted Population Forecast, 2008 (<http://winnipeg.ca/cao/pdfs/AdjustedPopulationForecast2009To2031.pdf>).

The population of the City of Winnipeg has grown by 9.5% (57,317 people) in the past 25 years (1986-2011). Of that growth, 53% occurred within the last five year period (2006-2011), which is forecasted to be the beginning of a period of high population growth.

Age Profile

The City's age profile is very similar to that of the province, as seen in the following table. The City's median age is 39.0 years, which is marginally higher than the Province's median age of 38.4 years.

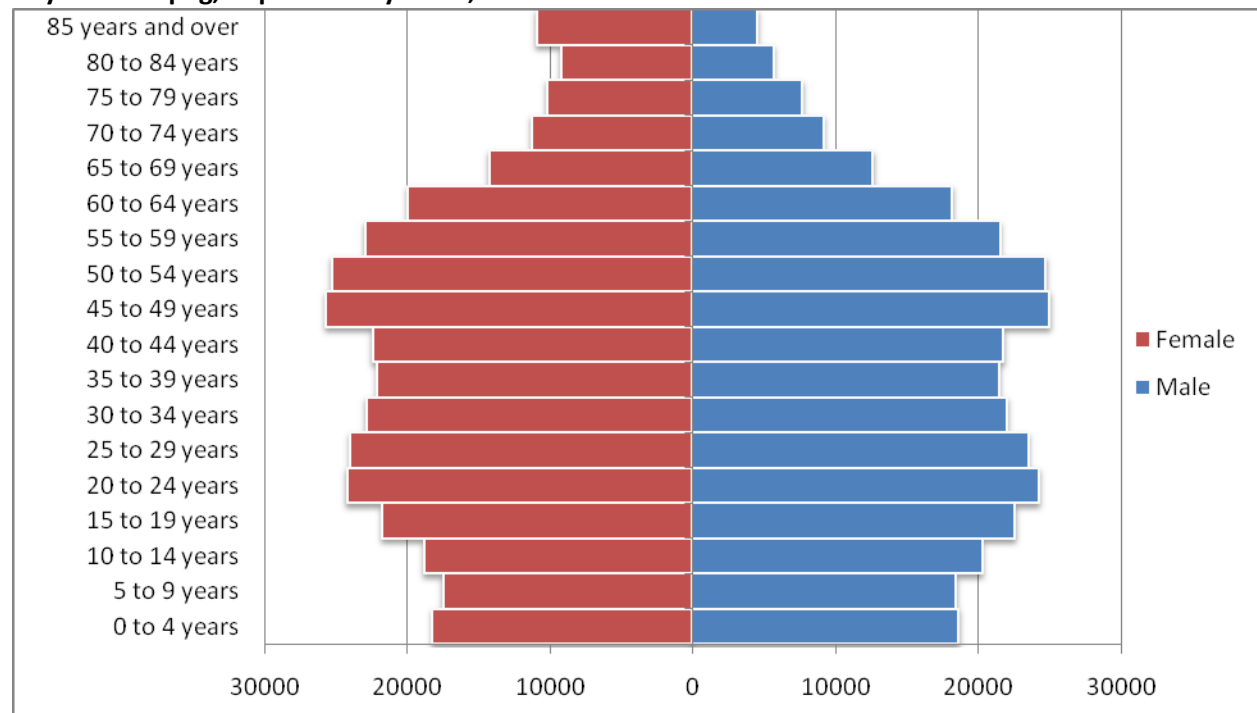
City of Winnipeg, Population Age Breakdown, 2011

Age Cohort	Winnipeg		Manitoba
	#	%	%
0 to 9	72,785	11%	13%
10 to 19	83,395	13%	14%
20 to 39	184,400	28%	26%
40 to 64	227,490	34%	34%
65 to 79	65,210	10%	10%
80+	30,335	5%	4%
Total	663,615	100%	100%

Source: Statistics Canada Census 2011

The population pyramid, which can be seen in the following figure, illustrates common age-based demographic trends that are seen across Canada. For example, the City's baby-boomer generation can generally be seen in the 45 to 64 age range, followed by the baby boom echo in the 20 to 34 age range. Overall, the City's population is aging. In 2006, Winnipeg's median age was 38.7 years; this has increased to 39.0 years in 2011 (compared to provincial averages of 38.1 years in 2006 and 38.4 years in 2011).

City of Winnipeg, Population Pyramid, 2011

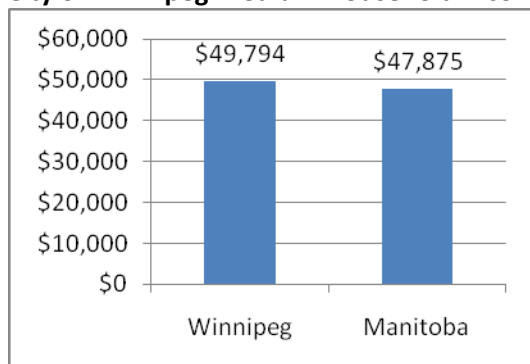


Source: Statistics Canada Census 2011

Income and Education

Income and education have been shown to influence participation in various leisure pursuits. Generally, higher levels of income and education result in a higher likelihood of participation in activities such as reading and library usage. In 2005, Statistics Canada reported that Winnipeg's median income for all private households was \$49,794, which was higher than, but similar to, the provincial average of \$47,875. Income data from the 2011 Census is not yet available.

City of Winnipeg Medium Household Income, 2005



Source: Statistics Canada Census 2006

As of 2006, approximately 39% of Winnipeg residents had a College or University certificate, diploma, or degree, which was higher than the provincial average of 34%. The City also had a lower percentage of the population with no certificate, diploma, or degree (23%) compared to the provincial average (29%). The City of Winnipeg had a higher rate of educational achievement than in the Province of Manitoba, which may result in higher reading levels and library usage. Education data from the 2011 Census is not yet available.

Highest Level of Education Attained, 2006

Level of Education	Winnipeg		Manitoba
	#	%	%
No certificate; diploma or degree	119,015	23%	29%
High school certificate or equivalent	145,350	28%	27%
Apprenticeship or trades certificate or diploma	47,280	9%	10%
College; CEGEP or other non-university certificate or diploma	81,190	16%	15%
University certificate or diploma below the bachelor level	22,025	4%	4%
University certificate; diploma or degree	99,910	19%	15%

Source: Statistics Canada Census 2006

Ethnic Diversity and Language

In 2006, 19% of Winnipeg's population identified themselves as immigrants, 61% of whom immigrated before 1991. The percentage of immigrants in Winnipeg's population was higher than the Manitoba provincial average (13%). Winnipeg and Manitoba were largely homogenous when it comes to the language spoken most often at home, with 97% of Winnipeg's population and 96% of Manitoba's population speaking English. A small proportion of the population of Winnipeg (1%) and the province (1%) spoke French most often at home.

In 2006, Winnipeg had a greater visible diversity than the Province, with 16% of residents identified as a visible minority, compared to the provincial average of 10%. The most common visible minority in Winnipeg was the Filipino population (36% of the visible minority population), followed by South Asian (15%), Black (14%), and Chinese (12%). With much of Canada's future growth expected to come from immigration, it is likely that the City's ethnic diversity will continue to evolve. Immigration and ethnicity data from the 2011 Census is not yet available. This segment of the community is already having a big impact on the role of the library. We are often the first source of information to connect them with other services, access job information, reach out to family in home countries, etc. This can have an impact on many areas in the library, including Information services.

Place of Work, Industry, Mode of Travel

In 2006, Statistics Canada reported that 331,800 Winnipeg residents over the age of 15 were employed. The City's level of employment was approximately 63.5% of the population over the age 15, which was higher than the Provincial average of 63%. A large percentage of Winnipeg's working population worked within the City (84%), which was higher than the provincial average of 63%. This is a logical statistic as Winnipeg is the Province's largest municipality and a draw for many jobs. The majority of Winnipeg's workforce is employed in the Business Services (18%), and the Other Services (21%) industries, followed by Health Care and Social Services (13%), Retail Trade (11.5%), and Manufacturing (11%) industries. 3,300 jobs were added in Winnipeg between 2005 and 2010. The source of this growth was driven by life sciences, information technology, aerospace, and advanced manufacturing industries³.

2006 data indicates that the majority of Winnipeg residents drove to work (68%), which was less than the provincial average of 72%. Winnipeg also had a higher percentage of its population who take public transit to work (14%), compared to the provincial average (9%). Given these statistics, it is likely that library patrons use public transit and drive to the library on a regular basis.

Other Demographic Characteristics

In 2011, Environics released the PRiZM Marketer's Handbook, which categorizes Canadians into 66 separate demographic groups. Winnipeg was identified as a top location for three groups and was ranked highly for 12 additional groups. The collection of these groups can help paint a picture of the diversity of residents that live in Winnipeg.

Winnipeg was identified as a top location in Canada for the following three PRiZM groups:

- Crafting and Curling, which includes blue-collar and service sector workers. This group has lower than average income, education, immigration, car ownership, and new housing. This group has a mix of older singles, lone parents, couples, and families. This group enjoys outdoor activities, as well as some more sedentary activities. They enjoy spending their time making crafts, exercising, reading newspapers, listening to music, and watching sports on TV.
- Single City Renters include mostly poor, young singles, common-law couples and single parents. This group tends to live in crowded neighbourhoods and are under 35 years old. They entertain themselves by engaging in low-cost sports, and make infrequent excursions. Many find their entertainment online and often download music, read, and shop online.

³ Winnipeg Economic Development. Economic Highlights.
<http://www.economicdevelopmentwinnipeg.com/winnipegs-economy/economic-highlights>

- Park Bench Seniors are typically over 65 years old and are retired getting by on modest pensions. They like to spend their time reading, making crafts, and taking walks in nearby parks. Many support the arts and regularly go to community theatres, outdoor stages, and music festivals.

According to Environics, Winnipeg was also ranked highly in the following PRiZM categories, although not in the top grouping across the country:

- Money and Brains – high incomes, advanced degrees and sophisticated tastes.
- Furs & Philanthropy – larger families and empty nesters who own elegant houses and work as white collar professionals and maintain active social lives.
- Suburban Gentry – up-and-coming business class, dual income couples with university degrees and large incomes.
- Mr. & Mrs. Manager – working couples in the exurban sprawl who tend to be prosperous executives.
- Fast-Track Families – a mix of families and couples living in upper-middle-class exurban communities, middle-aged, married homeowners who work in a variety of businesses and service occupations.
- Exurban Crossroads – middle-class households with lots of children, education ranges from high school to community college.
- Upward Bound – white collar and service workers with child-filled households.
- Nearly Empty Nests – married couples over 55 years old whose children either still live at home or have already flown the coop.
- Grey Pride – over-60 singles, couples, widows and widowers living in apartments getting by on a comfortable fixed income.
- Startups & Seniors – a mixture of very young and old households, singles and widowers, newly married couples and empty-nesting retirees.
- Mobility Blues – young singles, families and single parents who tend to move often.
- Solo Scramble – young singles, couples, and single parents working at entry-level service jobs who are living in their first home on their own.

B. Consultations

B.1 Library Board Focus Group

The Library Board members were asked to comment on Information and Reference Services both as representatives of the community as well as library users. Here are key points Board members shared.

Community at Large:

Board members recognize the excellent reputation the library has enjoyed over the years. They understand that the library has moved and made changes to meet the changing community. With the availability of more technology and the growing number of high level creators in the community who need information, the library may not be seen as the first place to go for information anymore.

Align this with the fact that school libraries are disappearing and the experience and skills needed to research information has been assumed by computers and their ability to find facts fast (accuracy is questioned though)

New Canadians often depend on the library as an entry point into the community for themselves and their children. The Library is also recognized as an important part of the lives of newcomers. This finding is consistent with research.

Board members as Library Users:

Board members commented on their various library use experiences, from researching obscure and difficult topics, using Interlibrary loans, e-reference and phone services, to researching via microfilm collections, to grabbing a few recreational books and DVDs during branch visits. Those who commented were very satisfied with their library experiences. One Board member mentioned that her 20+ son, however, finds libraries irrelevant, old and dusty. Though a voracious reader, he purchases books

Role of the Library now and in the future:

The library needs to build upon its good reputation through good customer service, staff flexibility in assisting and responding to questions of all levels of difficulty. The library has to keep up with technology. It needs to be perceived as helpful and meaningful in all aspects of information seeking.

The Board understands that the Library is clearly challenged to meet the many demands placed on its library as budgets are frozen or reduced and the community's diverse and varied information needs increases.

A future where the library becomes a Centre of Information Creation e.g., self publishing, is not seen as critical to the Board at this time due to current and pressing priorities.

B.2 Community Focus Group

A focus group of 23 people including older adults, a user of special services, young adults, library Friends, teachers, academic librarians, non users and a few library users at large was held in June. Because of the range of suggestions and comments made here, they are presented in bullet form here, under the questions posed:

What does Information Services mean to you?

- Information Services includes "Ask-a-Librarian", access to databases, Readers Advisory, access to auto manuals (preferably print), book recommendations, access to microfilm collections and online services.

How do you prefer to use your Library?

- it depends on the type of information sought and the location the person is using. Browsing for recreational materials was mentioned
- some attendees prefer to visit on-site while others do research in the catalogue first and then visit the library. A university student mentioned that the library has better materials for writing essays than the university does

- one customer uses e-reference if she's on vacation. If an item she requested comes in and is placed "on hold", she will alert staff via e-reference to suspend the hold. (Note: E-reference is not used a lot by participants of this session)
- some group members use the library's phone service; one participant still thought you needed to go through 311 to contact a library. She doesn't like using 311
- a few participants believe that contacting the library by phone would be easier than e-ref

Describe your Customer Service Experience in terms of approachability to staff and the effectiveness of the service in terms of knowledge and use of technology:

Approachability

- several participants indicated that they are embarrassed to ask for assistance
- New Canadians may hesitate to ask a question as they are scared that they will make a mistake (i.e., with grammar)
- some are reluctant to use the computers or to ask for help in using them
- younger people said they too might even be embarrassed to ask a technology question because they think other people expect them to know how to use technology (note: research shows that online research techniques and skills of young people are lacking)
- one participant mentioned that some staff don't look like they want to help customers
- staff on the floor? (roving reference)
 - a bookstore employee said she finds it valuable to have other staff on the floor to assist customers
 - one participant said she'd find staff assistance helpful at the computers but that it would be distracting to be in the stacks and get asked for help; she also stated that her guard goes up when approached by staff in retail stores as she thinks they're trying to sell her something
 - another participant mentioned that if someone is looking at personal info they wouldn't want to be interrupted e.g., at a desk or at a computer
 - a librarian from University of Manitoba indicated that there is an 'art' to roving reference, knowing when to ask if people need help; she mentioned the concept of the "Concierge", a person who can help direct and move people to the information they need
 - small libraries might not require roving reference, as staff often do wander; perhaps the idea is more important at the large libraries like Millennium

Knowledge and Effectiveness

- many participants have had good customer service experiences. Comments like "staff are top notch and very helpful in finding the research needed" were made. Children's and Youth services staff were identified as being particularly helpful
- one attendee cited an example of poor service. She asked for a list of schools in Paris for French language training and was told that the library dealt with local schools and information only, implying that the public library does not deal with questions like that. The staff member did Google it, but didn't locate much. Then customer was directed to the Travel section
- a participant mentioned that she asked a staff member if a certain paperback in a series would be ordered. She was told that everything was pre-selected and that library staff couldn't ask for

an individual title to be purchased. This customer was not told about the 'suggestion for purchase' form.

- one person required help to use the computer to insert a picture into an application form. Only 1 staff member in the department, who works limited hours, could assist with this type of question
- "All staff should have basic knowledge in the use of computers and basic apps", was the comment made by participants

Training the Public in Technology

- different levels of technology skills are needed to meet different public requirements. For example, a younger person might want information on how to edit a video while an older person might want info on setting up a Facebook account.
- the suggestion was made to offer more small group technology training sessions
- successful training sessions have included:
 - E-book training
 - Is there going to be more e book training?
 - Do you need to have an e book reader to take courses? (Answer: no)
 - use of email.
 - new Canadians find computer training very helpful
 - digital photography sessions
- maybe the library can explore partnerships with other organizations to help in training the public in technology

How well do our Collections and attendant services respond to your needs:

- searching the catalogue is not always effective. Users will use Google/ Amazon instead of library catalogue
- one participant commented on how wonderful the Winnipeg Free Press database is and wondered why the library doesn't offer more access to this resource
- many participants indicated that they still love the touch of books and expressed concern about how the purchase of ebooks might impact the purchase of print copies
- children's sections can also be great sections for adults and EAL learners
- large number of holds is a problem, leading people to purchase a title versus wait for the hold
- one participant suggested that the library raise the maximum # of holds a customer can place on e-books
- ebooks are frustrating; too many holds. Not having simultaneous use access defeats the purpose of using an ebook on a handheld device and this could hinder acceptance of the product. Too many platforms are now available
 - Suggestion was made that we should be like Amazon- and for items with many holds we should have 'like' recommendations embedded right in the catalogue for similar items that don't have multiple holds. This helps market other items and customers will then be able to locate materials that are readily available.

How is our physical layout in terms of accessibility? Signage?

- Library as destination and place is important for relaxation, programming or for work e.g., "home office away from home" (Lots of nods around the table about the importance of the library as a space!)

- an issue was raised (by several participants) about items being taken off the returns desk by other customers before they're checked in. Customers subsequently are told they haven't returned their items (Definitely some anger about this!). Could returns be modified?
- one participant who works at a bookstore mentioned that the shelves are organized better at the library than at the bookstore. Comment was made that bottom shelves are not very accessible especially to older adults
- Local History Room is not used by many participants of this session- one stated that she is intimidated by the physical layout of the Local History. She wondered if having a door there makes it seem like a barrier and restricted access.

Signage

- a map or outline of where everything is would be helpful.
- call #s can be difficult to read on bottom shelves.
- jargon can be off-putting.
- there was a discussion about 'Special Services' term and what these services are

How well does the Library promote and market itself and its services? Suggestions?

- Information Services is not marketed well, according to this group
- yet, the library has great collections (i.e., blu-rays, DVDs, etc.) that need to be marketed more
- satisfied customers help market the library as they're great proponents of libraries and will tell friends, etc.
- webcasts would be great marketing tools. What about book trailers where staff members talk about books?

Other comments

- the library should be open Saturdays in the summer and on holidays. Many participants cited this as an issue
- a few senior participants mentioned that they don't like to go out at night and would prefer to have their library open in morning versus 1:00, while students said they prefer evening hours.
- one person mentioned how she appreciates the extended 9-10 offering at MILL for limited service such as picking up holds.
- a participant mentioned the Amazon type of idea of having a warehouse for books so that a portion of the collection just gets stored in a warehouse whereby customers place the items on hold for shipment to a branch or Mill. However, several participants pointed out that this would take away the pleasure of browsing for items and finding other books in a section on a topic that might be useful.

B.3 Steering Committee, Managers and Branch Heads

Discussions and survey input from Steering Committee members, Managers and Branch Heads helped to define the issues concerning Information and Reference Services at Winnipeg Public Library. Highlights from these discussions follow:

In your opinion, why is usage for these services decreasing?

Technology and the convenience of handheld devices have directly affected the importance of some of these services. The library is losing its competitive edge. Some respondents are not convinced that the library is offering the best in customer first service. The library needs to see how well it meets today's needs and future users' expectations.

A question about the accuracy of the measurement devices used by the library was raised. Time spent and the kind of activity the reference query takes is not captured in the measures.

Not everyone is sure that the library markets these services well or at all.

What are users telling you?

Generally speaking users are very satisfied with the kinds of services they receive from the library. Most staff interactions are helpful and staff are knowledgeable. That said, these Managers acknowledge that complaints have been received about unapproachable and unfriendly staff.

Some users have also commented that the library's website and online catalogue are not intuitive or easy to use. They want the library and its staff to provide more support in the area of technology. Older users appreciate the assistance staff offer in placing holds and assisting them with other technology applications. There are frequent complaints about broken equipment e.g., PCs and lagtime for their repair.

Many users show their surprise (and disappointment) at the high number of holds on popular collections.

What are your outstanding collections? Which ones need work?

Outstanding collections

- Adult learners collections
- Fiction
- Large print
- General non fiction
- New and noted
- Bestsellers
- Children's and Young Adult fiction
- DVDs

Collections needing attention:

- Aboriginal collections
- Multilingual
- Reference collections
 - government documents, periodicals, stack reference, reference periodicals – weeding
- Children and Young adult non fiction
- Adult non-fiction — need much more weeding

- Paperback collections — look worn

Describe best physical layout for these services

Nearly all of these respondents believe that the concept of one stop shopping, single point for service provides ultimately the most convenient service to the user. They would like to see uncluttered desk areas, desks located near the front of the library or floor, improved visibility with good signage, accessible and welcoming to any user. Two respondents think separate desks for children and adults are important.

For branches, they see combining adult and children’s service desks but recognize the need to find ways to cross train staff to handle questions of all kinds. The Henderson branch was mentioned as an attractive model to consider for branch layout and services, with its combined desk, alcoves for collections grouped for various user groups and supported with adjacent comfortable seating

Importance of technology in information and reference services

While technology is important it is not the only reason users come to the library. Many print collections are unique and require intervention by staff to ensure the user gets what she or he needs. Technology questions can take more time than the information questions themselves —staff need training to handle technology itself along with the web resources. They also need to know how to train the public in both the technology and the resources.

Some Managers confirmed that many staff are resistant to change and more specifically in learning anything new let alone the technology that users demand. However, mobile apps along with roving services is the future; virtual reference offers many opportunities. Three things were identified as barriers to moving technology and mobile apps along more quickly:

- Connectivity issues
- Timely approvals through Corporate Services for these new types of services
- Insufficient funding for training and current technology

What staff training is needed?

The training Managers believe staff need includes:

- reference interview training, new and refresher training
- customer services skills
- need leadership training directed at the supervisory level
- all kinds of technology training is needed, from the most basic to the latest devices
 - equipment training e.g., printers, PCs
 - email training e.g., how to set up accounts
 - assistance in showing users how to do basic formatting
 - access to databases
 - familiarity and ease in using e-readers
 - need to get on board with more sophisticated technologies e.g., mobile apps, screencasts, etc
 - willingness to try
- basic skills in showing people how to use the technology

How well do we market and promote these services? What else do we need to do?

Marketing has improved significantly over the last few years. The library appears on TV more often and website is improving. The library markets through its website, newsletter and various print media, with an emphasis on resources and collections rather than services provided by staff. One respondent believes no marketing has been done at all for Information Services and users are not aware of all the services this area provides. Marketing and highlighting staff skills was mentioned as a way to create awareness for these broad services.

Managers suggest that the library cannot underestimate the importance of attractive, current and refreshed exhibits. The “visual” is more and more important these days and needs to be incorporated in branding, exhibits and signage.

What should these services look like in the future? Should they be offered?

Managers endorse the need for Information and Reference services in the future but not offered and delivered the way they are today. As collections move away from print based to digitized formats, staff will need to evolve and change their service approaches, demonstrating comfort with various technologies and willingness to show users, to experiment along with the user. Information Services staff will also need to build on their skills and gain greater familiarity in working with other communities such as New Canadians. Customer service will be paramount and will include roving reference and expertise in the use of mobile technologies. Desks will need to be altered to remove barriers, allowing greater access to users and a setting that provides side by side instruction and interaction. Signage needs to reflect an approachable, helping manner.

B.4 Staff Input

Staff provided input into the Study in two ways: attendance at two staff workshops, and completion on a staff survey. More than 80 staff members were able to attend the workshops but all staff were encouraged to complete and submit the survey. To date, 19 surveys have been received, submitted mostly by staff who did not attend the workshops.

At the workshops the staff were broken out into three groups to discuss three themes: Image, Information and Impact. These themes were defined as follows:

Image: This theme captures all aspects of how well the library presents itself and its services to its customers. This includes marketing, presentation of services, displays and physical layout of services, signage, terminology you use, convenience, accessibility and customer service itself, all leading to a satisfactory to excellent experience for the user.

Information: This theme refers to the Information itself, the collections, their formats and technologies needed to access them. Staff in this group should consider whether collections need to be physically housed in the library in the future or if they could be accessed as required. And what is the role of the Library in “Information Creation” in the future?

Impact: This theme refers to the success of these various services. Success includes meeting and exceeding user expectations through excellent collections, staff knowledge of them and the quality of customer service. Evaluating impact requires attention to measures, looking for those

that provide the most accurate determination of success but also includes anecdotes and testimonials. Impact and success needs to be marketed, shared with the staff, community and funders.

For purposes here, staff workshop comments have been incorporated in the highlights. Additional themes with staff comments have also been added here.

Image:

Marketing the Library

The library uses a variety of ways to ensure the community knows about the range of services. These include formal methods including newsletters, Leisure Guide, bus advertisements, website, social media, TV shows, handouts and brochures. Community events, library programming and outreach also form a large piece of promotion and marketing. Stakeholders such as the library's Boards, committees, community partnerships and advisory bodies are natural promoters of the library efforts. Word of mouth at the library's many service points is an effective way of reaching users.

Consistently workshop participants and survey respondents identified the most effective marketing campaigns and strategies, namely the bus advertisements, Leisure Guide, @your Library, and the full range of outside events, as the most effective ways to spread the library word.

"Marketing Information Services is a challenge" was a comment made by more than a few. Programs and collections are easier to market as tangible items but a combination of the vagueness of what Information Services means and the difficulty of defining the broad range of services that it includes makes effective marketing problematic.

Staff do not believe that Interlibrary loans services are understood by staff in general or by the public. It is difficult to locate Interlibrary loan services on the website.

Using Technology in marketing

In the area of technology, workshop attendees recognized the value of the website. A few survey respondents suggested that the website is congested and needs decluttering. The newly designed front page navigation was seen as a positive change as is the anecdotal feedback received. Suggestions for other improvements were offered including raising the profile of the Ask-a-Librarian section as good input is received from users here. The library should create a specific promotion piece that markets information and reference services, not just overall Library programs.

Social media has great potential for the future, it is suggested. While these tools are not used heavily yet, Twitter use is growing and seems to have more potential than Facebook. Measuring the effectiveness of these devices may be a challenge.

Marketing the Staff

One of the Library's greatest assets is its staff and their knowledge. The groups were asked to discuss if users recognize their knowledge, and/or how well the library markets their skills and knowledge. Most respondents believe users value the talents and skills of library staff. Some recommend that not all staff

such as Pages are acknowledged for their knowledge. At the same time, the expertise of some Library Specialists is not always well used, according to some staff.

Staff worry that the public believe any and all staff have the answers to any of their questions. In the area of information, most staff are comfortable in addressing most questions or referring where needed. However they are clearly concerned about their abilities to handle questions at all and any level relating to the technologies. Staff feel this impacts on the library's image and their ability to meet users' expectations. One survey respondent offers this suggestion "Let's market the human element of Information and Reference Services!"

Physical layouts, signage and Image

The library, system-wide incorporates numerous physical layouts and resultant challenges in terms of access, presentation of information, signage, service points and collections. Due to its size and complexity, Millennium presents unique challenges—service desks appear throughout the building adjacent to large collections. It was suggested by a few that a large clear and up to date map of Millennium would help users to navigate this large facility.

Branch locations differ from one to another. Each has a circulation desk but in the area of Information Services/Reference desks, there are two different models; some are single point desks and others may have two points for information services. Staff commented that desk tops are often cluttered with various pamphlets. Often books carts behind the desks are crowded within the space and may be overloaded.

As to a preferred service model for Information Services e.g., one desk or separate desks for children and adults, staff opinions vary. This may depend on the size of the library and the number of floors a location has. For the most part, staff agree that one information service point for a single floor library makes more sense and is more convenient for users and for staff.

There were a few comments about the idea of blending circulation desks with Information Services desks. This would seem more problematic, from a staff training point of view. As well, queries that take staff away from the desk to assist users in the stacks or at the computers may inconvenience users wishing to check out materials and leave.

In terms of branches, their services, desks and collections, most relevant collections such as reference and non fiction collections are located adjacent to the service desks. There are a few notable exceptions e.g., St James, where changes are in the works.

Staff at both the workshops and through the survey results generally agree that computer workstation placement relatively adjacent to the service desk is very important. There are a few staff however who do not believe it is their role to assist the public in the use of technology and think computers need to be relocated into separate distinct areas away from service desks, with their own technology trained staff.

Although there are a few newer branches with attractive layouts, many staff commented on the need to refresh other service desks and rework signage throughout the system—In both forums, the staff workshops as well as through the staff survey, staff commented negatively about signage—"boring, need colour, larger print for older adults, located in the wrong places, confusing, need consistency from location to location, need branding, need signs more quickly". A couple of staff suggested that branches

should be allowed to create distinct, unique signage that reflects their branch and not be required to adopt more “corporate” standard in signage.

From the consultant’s point of view, there is a need to make signs consistent, clearer and simpler for the users. Smaller signs such as explanations of the Dewey decimal system are still too technical, are unattractive, poorly designed and not well located e.g., letters too small, not at eye level, a few at the ends of stacks but not all.

The discussion of signage moved into the area of shelf markers and book labels. A few staff commented that they get complaints from users about the small size of book labels and crowded shelves. This is reflected in research studies and was echoed at the community focus group meeting. Staff, though, do recognize the need for extra funding to make these kinds of changes.

The benefits of face-out up to date and frequently refreshed displays and exhibits are readily appreciated by staff.

On site accessibility challenges and lack of adequate parking are still critical issues for a few locations in the system.

Staff approachability and accessibility

Participants did acknowledge that in their interactions with the public, some of them will just point to resources, whereas others will take the user to the appropriate shelves. Due to smaller size in the branches, staff are often able to take users to shelves or service areas, while still keeping an eye on the information desk. This is more difficult for Millennium service points due to size and the fact that collections of interest may appear on more than one floor.

Respondents did comment on the various degrees of approachability of staff throughout the system. More than one person indicated that staff may present themselves as “too busy to help” and will not look up or acknowledge a user’s presence. More than a few suggested that all staff need to ask users if they need any assistance. Some were concerned that the lack of an approachable demeanor reflects poorly on the Library and other staff

The idea of roving reference was raised in both forums. Staff were asked to respond to the idea of staff wandering around stacks, through the computer workstation areas and on the floor to see if anyone needs assistance. With availability of technology and more hand held devices, roving reference can be expanded to include just in time assistance on the floor. Interestingly, there were different reactions to both versions of roving reference. In branches, staff generally do walk around to see if people need help. Many staff don’t see why this isn’t just part of the job and are surprised when other staff comment that either they don’t have time or “users know where we are and can come to desk”. While it is recognized that Millennium is a larger library, some staff think that perhaps wandering around may be even more important. Also roving reference adds to security in branches as staff are more visible and aware of what is going on around them.

In terms of staff approaching the public at computer workstations or at desks, there was greater concern that staff would be seen as interrupting the user, or invading the user’s privacy.

One staff survey comment sums up the experience of roving reference--“It is amazing how many people will have a question for you when you politely ask if they are finding things they are looking for”.

The concept of approaching users away from the service desk and roving reference intrigued many participants and survey respondents—they are interested in training in “the art of user interaction”.

Resurrecting Reference Interview training

Longer term staff remarked on how, in times past, Reference interview training was a basic skill developed through courses and on the job training. On the other hand, the majority of staff indicated they had not received specific training in how to conduct a successful reference interview. Some provided examples where training would have been very helpful e.g., working with new Canadians with basic English skills

These discussions led to what training opportunities might become available to help staff work with these growing communities, both in reference skills and creating cultural awareness. Role playing was seen as one useful training method.

With the overlay of technology, reference interview training will be more complex—skill sets in improved customer interactions, knowledge and resources training and technology training of all kinds were the priority training requirements identified by staff here

Specific areas for change:

- Improve customer service delivery through proactive service delivery e.g., roving reference and approachable demeanor
- Enhance staff training throughout the library system with focus on customer “first” service and technology training of all kinds, first for staff and then skills for staff to train the public
- Upgrade and improve public technology e.g., too many machines are down and repairs take too long; machines are slow
- Create a marketing strategy and campaign specific to Information and Reference Services
- Improve, simplify and standardize signage
- Improve funding to allow all of these things to happen

Information:

Effectiveness of Library collections

There is a general sense from workshop participants that collections are not adequate to meet the needs of the community. Print collections especially those in the branches do not address user needs adequately. When asked to identify major collection gaps, the response was “everywhere”.

One attendee suggested that the branches could benefit by acquiring more career information and information needed for accreditation in trades etc. Interlibrary loan for items not available in the system take too long.

Interestingly some participants believe databases do contain good and useful information but users “are not aware of these databases and staff have to refer them to the databases”. A few staff members

added to this, saying that they don't have enough time to show users how to use the databases, "especially if children are present"!

There is the feeling that there is more of an imbalance in collections today, more digital than print. There are too many e-books, according to some staff and yet statistics show that e-books are very popular!

When asked if there are information and reference collections that can be sunsetted, as in no longer collected or weeded, some suggested that a large amount of reference materials was now available in circulating collections and that they had already done "substantial weeding" .

Staff training and Information Services

Information services staff who were part of this group outlined past training practices, namely desk training and quizzes. In those days, however, technology was not part of their service suite as it is now. While they do see the value of webinars and group training especially in technology, few believe that those kinds of programs are anywhere near sufficient to ensure any proficiency in the use of technology at any level. In-house, one-on-one, small group and hands-on training similar to the e-readers training they received would be more effective. Add to this would be tips and tricks to show users how to use technologies, how to save documents, how to format and type documents etc. Other areas of training identified by survey respondents include how to operate an Apple computer, how to connect laptops to WiFi, troubleshooting mobile technologies and any other new things that come along. More training is needed in the area of social media, pinterest, use of EBSCO Host and other, new databases. "It would be nice to have information sessions a couple of times a year on new innovations or new products the library acquires such as on e-readers and e-libraries Manitoba" was a suggestion made by a few. A couple of staff even suggested that training in creating mobiles apps be available.

Little if any Readers' Advisory, Reference Services or Reference interview training has been available, is a common response heard at both the workshops as well as through the survey.

Newer staff commented that they should receive much more training than senior staff. Part timers needed to take e reader training on their own time which they felt was unfair. Branch staff commented that Millennium staff seem to get preferential treatment when it comes to training opportunities.

The issue of inadequate funding was raised, not only for staff training but for staffing overall.

Library of the future—repository or information creator?

The library will need to retain information of all kinds, not just print or digital etc. The fact that the library offers free information and free access cannot be forgotten nor should it be challenged. By providing information of all kinds and all formats, we are truly a full community service, meeting the individual needs of all users.

Some staff see the value of offering self publishing services, especially for older adults creating family histories or others "writing" their own books. How to fund this kind of service however was a concern.

Specific areas for change:

- Improve funding base for collections and staffing or look at better ways to use and assign
- Ensure balance of collections ;print versus non print
- Improve training especially in the area of technology, with more training opportunities for branch staff

Impact

Does the Library make an impact? How do you know?

The library's satisfaction rating in the last City survey tells an excellent story. Users indicated a 96-98% satisfaction rating by its community, second only to the Fire Department. Staff confirm users' appreciation for the services that the library offers. Through its ability to build relationships with users, the library is able to demonstrate impact by the amount of repeat business it gets, not only one on one but from generation to generation. Early library adopters tend to introduce children to the library at an early age. Libraries can show testimonies of life success stories due to the availability of library collections, services and staff.

Community members who choose to involve themselves in library activities, committees and Boards demonstrate the value of the library to them by giving of their time as advocates.

Some staff did suggest that we need to ensure that users are satisfied by simply asking if they got the information they were seeking.

Indicators of impact

Statistics at the library and in others show a decrease in the usage of these services. No doubt personal, user friendly technologies and applications allow people to do their own searching. There is a sense that users do come back to the library for assistance when they run into trouble or are not able to find the information they want through the Internet or other sources.

In today's world of just-in-time, quick answers, there is nothing more important than the immediate gratification realized by the user in getting what he or she wants, and expressing his or her satisfaction by a "Thank you for helping me find all this information". Verbal feedback and testimonials help to measure the quality of responses. Editorials that appear in the media have much greater impact due to "reach" but they not only evaluate a service but market it on behalf of the library. The library does provide "satisfaction" forms for users to complete but seldom do people take the time to fill them out. Libraries do rely on extensive statistics such as registrations, reference questions, circulation, hits on the website and databases. These do not always reflect the quality of the interactions however. E book transactions take a lot of time like 30 to 45 minutes, yet show up as 1 question in the statistics. Numerous users access the Internet through the library but again the success rate for getting answers is not known.

Staff are concerned that some of the measures now used do not really reflect the time and effort put into seeking and finding information—many remark that technology questions often take considerably

more time than information questions. Those interactions are not well measured. In fact a few survey respondents believe that Information and Reference services are busier than ever before.

Library staff suggest that more surveys be conducted on an occasional or ongoing basis just to make sure the library is optimally responding to its community. While surveying non users would benefit the library even more, they are often the most difficult surveys to create and evaluate. The Library can also build on some of the devices it already has in place. For instance, adding a pop up on the website to inquire about user satisfaction may generate some important input. Counting Opinions, for instance, is a company that provides software to go on the website to constantly evaluate customer service.

Marketing and Impact

The library already reaches out to the community in numerous traditional and a few less traditional ways. The challenge for libraries in marketing is the availability of resources to do it very well. Relationship building is often one of the library's best strategies for creating impact by marketing through others. As social media becomes a more acceptable method for message distribution and intake, the library will gain greater reach and impact. Creating YouTube videos is another new and interesting way of creating impact and can be used to instruct users e.g., use of the online catalogue. The Library does have a Youtube channel and has created some screencasts, plus it is on Twitter and Facebook.

Celebrating successes with the community at large but in particular the funders are powerful ways to demonstrate impact. Appearances at less traditional forums e.g., local conferences in the community are also suggested as ways to increase impact. The Library participates in many community events, including various summer festivals, SAG conference, Winnipeg Parent Family Fair, school Welcome to Kindergarten events, etc.

Specific areas for change:

- Library needs a “rock star” as a spokesperson
- Increase funding to build more community partnerships especially to new Canadians
- Improve our customer service skills
- Create or acquire more user friendly technologies
- Make available more dedicated “downloading” PCs
- Increase library hours
- Promote the power of the Library system as ONE

The Future

All staff believe that information and Reference Services and reference workers will be valued in the future. A few think the services will stay the same, more or less as they are.

However, there was a lot of support for making changes in the services themselves, how they are marketed and delivered. Though not all staff would agree, one-stop shopping for information, accessible on site, through social media, by phone and through e-reference would be a model to strive for. Improved customer service will help make that happen.

The changes needed to make this future happen are significant. They include:

- Adopt and Expect a Customer First philosophy; e.g., at Millennium, for instance, create a referral system that doesn't send some user all over the Library because one person can't answer the question—phone ahead to the desk where the information resides
- Minimize staff resistance to change by providing broad training programs in technology, customer services and information products
- Take advantage of the library's good reputation and the trust the public has in this institution to inform and educate the community in the use of community/personal technologies
- Evaluate the needs of new upcoming or evolving communities for Information services and creating ways to attract and teach them; e.g., newcomers, older adults. Explore ways Special Services will need to change to meet these needs
- Prioritize weeding the old collections. Make the tough decisions to remove "just in case" collections and find ways to access the information instead (this will create open, welcoming space for people)
- Upgrade, update and keep all equipment in good repair
- Market the expertise of the staff and their knowledge in the areas of information services; e.g., "we can find you a shortcut to the information you need"
- Improve displays, exhibits and signage
- Put high demand and high interest collections face out and easily accessible to entrance; e.g., New and Noted concept
- Add more plugs within facilities and more space for people with laptops
- Acquire funding to make changes needed
- Review current staff assignment and consider realignment to achieve the recommendations