START AUDIO

INTERVIEWER: So, because obviously, you've been using [Mailchimp 0:00:03] how many months? Like, since November?

Respondent 2: November we started it. No, I got November, so I think October. October it was. It was October.

Respondent 1: Yes, it was.

Respondent 2: You did October and November. Because, although I was supposed to do November, it was really difficult actually getting Mailchimp to accept that I could do it.

Respondent 1: Are you accessing Mailchimp from there now?

INTERVIEWER: No. It's alright. So, for a few months.

Respondent 2: So, it just wouldn't let me. It was the sending the email back to [person].

INTERVIEWER: Yes, I remember that, but we've sorted that.

Respondent 2: That's resolved.

INTERVIEWER: Yes, so you both have access now and it works?

Respondent 1: Yes.

Respondent 2: So, we've both done four each. We both did 4 in a block, so you did 4 and then I did 4 and now you've just done the 5th one and are working on the 6th one, your 6th one, so that would be our 10th one altogether, yes.

INTERVIEWER: What do you think works well?

Respondent 2: With the actual Mailchimp itself?

INTERVIEWER: Hmmhmm, or the actual benefits you are finding right now.

Respondent 2: I think it's like all learning. You really have to do it and be frustrated by it and annoyed by it, in order to actually find out how to do it, because I found it quite frustrating, initially. I don't know about you, Respondent 1.

Respondent 1:   I found it extremely frustrating at the beginning. What I also did, early on, when I was to create a copy. I replicated the first one that I did and then blanked it out, so that I wasn't actually repeating the information and then saved it as a copy, which meant that each time I go in, I just do that. I replicate it and add an original there. I found it easier to do that way.

Respondent 2:   That worked quite well with me, so that I was able to do the same thing. So, I picked up and replicated your last one and then got rid of all the body text, kept some of the headings. But eventually, if you do that, you lose some of the actual formatting. Well, I did anyway.

You're moving things around a little bit and so then, you've got to work out… you know, because on my Word programme, I use the painter, but on that, you've got to look for clear text. So, it is finding the change.

Respondent 1:   It's a learning process.

Respondent 2:   "Where is it?" you know, "This is here on my Word document, but where is it on this document?" The same thing. So, if I want to clear the format-

INTERVIEWER: So, sorry, are you using a Word document at the same time?

Respondent 2:   No, I'm saying, when I use a Word document-

Respondent 1: We are using IT, the computer all of the time. So, you do your own things, as Respondent 2 said. I use Google Docs, Respondent 2 uses Word documents. So, in our normal course of doing things, that's what we use, but then to go to a different system with a different layout and different options, it's that thinking process of… you automatically go, "Where is this?" but it could be different words, it could be different symbols.

It's getting used to all of the different systems that we use. It's a bit like computer languages, all the different computer languages.

Respondent 2: Yes, and initially, particularly if you put in quite a lot of material, you're quite reluctant to try something out, in case you lose all of the work you've put in, by some mischance. So, it is quite frustrating. So, I was pleased to do four on the trot because that really does help. You remember it much more easily. So, that was a benefit. I don't know about… did you, Respondent 1?

Respondent 1: Yes.

Respondent 2: Because you did four and then you had two months rest and then you've gone back to it. So, I'm assuming that you would find going back to it an easier option.

Respondent 1: Not as easy as I would have expected because you've got that thinking process again and when I had problems doing that, I'd started doing it and I got a little bit prepared and then I left it

and the night later I went to have a look and found I couldn't actually get onto Mailchimp at all. So, because I'm familiar with checking things, if something isn't working, that it's not just me.

I did an online, you know, 'Is there a problem with Mailchimp?' and it came up that there was. So, there was actually a problem that day.

Respondent 2: That was when we were going to publish it, wasn't it?

Respondent 1: Well, it would have been, yes, but it was okay, we just delayed it by a day or two and it fitted in with [person] as well. So, I was able to check that there was an issue with it. So, I had to revert to doing it under my Google documents, to put all of the information I wanted, so that when it was back up and running, I could just transfer the information across. So, little blips that…

INTERVIEWER: So, you're still using it individually, but you know obviously, because you're both logged in, you could also work on one together.

Respondent 2: Yes. We could.

INTERVIEWER: Is that something potentially interesting or do you want to keep it that way, that you just work on it separately?

Respondent 1:   From my point of view, the commitment with that is quite different because, if you were both doing it at the same time, you're not actually having a break from it.

INTERVIEWER: Yes.

Respondent 2:   Don't quite know how it would work either. It would need a lot more contact, wouldn't it?

Respondent 1:   I mean, I might put something in, or Respondent 2 might put something in and I might go, "That's not suitable. Take it out." So, there's the different interest, different… and [person] could come along and do something completely different. I'm happy with doing it two, four, however many issues and then having a break and it gives you time to think of other things as well and to read it when somebody else has done it and see, pick up different things.

Respondent 2:   We do do it differently. I think anybody who knew us would know which ones we'd done, because I think we have, inevitably, a different style and that's fine. I agree, I think it would be quite difficult to do it that way. I think we would have to say to each other, "I've just been in and done whatever." You could probably leave a message somewhere in Mailchimp itself to do that. I'm still not familiar with some of the terms in Mailchimp.

I'm still not quite sure what might happen if I press one of them, some of the other ones. The other thing about Mailchimp, which I find quite irritating, is the black…

Respondent 1:   The lights? The underline?

Respondent 2:   No, trying to think what you call them. The tab line. You know where you get the, what do you call it? Where all the terms are on the top. If you're in Word, you put a tab up and you've got the… what do you call that? It's got a name.

INTERVIEWER: The toolbar?

Respondent 2:   Toolbar, thank you. The toolbar, it's blacked out and it's only when you hover over it that you get the white writing. It really irritates me. Really irritates me. Just a personal thing that. I mean, they obviously like it, otherwise they wouldn't do it, would they? Anyway…

INTERVIEWER: So, if you're not using it currently to collaborate on one document, what are the benefits for your organisation of using Mailchimp so far?

Respondent 2:   Well, we know a lot more about... we always knew how many people it was going to. We have picked up more people, but they're organisations, rather than individuals. So, we find a lot of organisations are using what we're putting out, which is an interesting thing. We also know, from looking at the analysis, what's happening with it, which we didn't know from Word. We knew nothing from Word at all, we just knew how many people were getting it. So, it's about a 50% opening rate.

Respondent 1:   I can give you the facts and figures. The first one we did was on 4th October and it went out to 569 people, had a 45% open rate and an 8.3% click rate.

INTERVIEWER: That is good.

Respondent 1:   The last one that went out was on 14th February and we now have 587 subscribers. The open rate is 42% but the click rate is 12.1%, so there are some more things interesting people, that they are clicking on and identifying.

INTERVIEWER: That is a good, stable statistic.

Respondent 1:   Yes.

Respondent 2:   There was one, the first one I did had a drop and that was because, we think, it seemed to go into quite a lot of spam boxes. So, people got a little message saying, 'Don't open this because it's coming from a different source,' you know the kind of message you get, 'It might not be safe to open it,' so some people didn't open that one. So, that first one I did in the beginning of December, end of November, I think it had 36%. So, it was still okay, but there was a drop.

INTERVIEWER: It's still okay, but to be honest, with Mailchimp being a provider for newsletters, basically, they are still less likely to go into the

spam, as if you send them from your [email]. Because if a personal account, like [organisation] sends 1,000s of emails, that's usually classified as spam straight away. So, through Mailchimp, you'd probably still have less spam.

Respondent 2: We just know that it went into some because we got people actually either emailing or phoning in saying and [person] had to explain that we'd gone to a different process.

INTERVIEWER: That's good though.

Respondent 1: The highest open rate that we had was 55%.

INTERVIEWER: That's pretty good, yes.

Respondent 2: So, that really is an advantage, so that we do know now that we're actually getting that information that we're putting out there to a lot of people and it's being used by a lot of organisations to go to their people. So, we don't know that bit. I don't know how many organisations there are, but let's say there are 30, we don't know how many people those 30 organisations also contact as a second layer.

We just don't know that at all, but we do know it's being used quite consistently by those people.

INTERVIEWER: Do you think you are interested in exploring that secondary audience?

Respondent 2:   We might be.

Respondent 1:   Is there a possibility of doing that?

INTERVIEWER: Probably, by contacting the organisations.

Respondent 2:   We probably could do that. It's capacity timing, isn't it? That's the problem with that. I find it quite interesting that, in actually writing the newsletter, it's a simple format. I think it's a simple format. We have that email set up that people can write into. A lot of that, [person] puts in. You send quite a bit. I send quite a bit. Other people put quite a bit in, but organisations, I mean, I pick up a lot, as you do, from other organisations. So, some of it's cyclical.

So, I might be picking up something from [other organisation 0:12:25] because I know that not everybody's writing it and I might pick out one thing from [other organisation]. Or, Respondent 1 sends something from NHS and I might pick something out of that, but more likely, I'm more likely now to pick one thing out and say, "But you can get this email yourself by," and I'll give them the address. I know you've been putting the addresses at the bottom.

Respondent 1:   Yes. Probably, by the time I get to that point, Respondent 2, I've had enough.

Respondent 2:   Exactly. So, some of it is that, kind of, we're getting a commercial email and we're using that to either pick out an odd thing that we think's really interesting. Again, that's an individual, you know, what I think's interesting might not be the same thing, but we would. I think we both would give the link that they can get it themselves if they want.

Respondent 1:   Yes.

Respondent 2:   The one thing that we do do that is not from other sources is the [organisation's] information. That always comes at the top, so, you know, 'What's the [organisation] doing?' and really, we would like that to be the strongest point. We are improving with that, aren't we?

Respondent 1:   Yes.

Respondent 2:   Because at the beginning, we might have only had a little bit.

INTERVIEWER: Did you succeed-

Respondent 1:   To be fair, you set the system up at the beginning using the information that we provided, as to how we wanted, so that's working fine, but where we have to do more is say, 'Hey guys, this is what the [organisation] is doing,' everybody else is doing a little bit down below.

INTERVIEWER: In terms of getting members to contribute content, that's still difficult? Or, did you get some sort of routine in the working groups?

Respondent 2: It's variable, I think, that. I mean, if I remember, which I don't always, I think Respondent 1's better than I am at remembering this, we try to send out an email to the people we believe would hold some information a week before it's sent out, to try and get something back. We sometimes do, but not always. So, sometimes, it is up to Respondent 1 and I to fish it out.

INTERVIEWER: Are you repurposing articles from [newsletter 0:14:48]?

Respondent 2: Not so much that way around. The magazine repurposes information from the newsletter. I regularly look into the email address.

Respondent 1: Which you expand.

Respondent 2: And I might expand it. I can't remember when I sent something. I sent something to you recently, which I said, 'I'm going to put an article in the magazine, but you might want to have a couple of sentences added to it.' I can't remember what it was, but I sent it anyway.

So, there's a bit of that goes on, but it's more likely to be the newsletter providing the basic information that might go, as an

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expanded document, into the magazine. I think that's the more likely way. Simply because of the timespan.

INTERVIEWER: So, you know you just said that there was a drop in the opening rate and you are looking at content, if there's more clicks. I'm just wondering, do you actually adjust your content, based on, "Okay, people in the last newsletter found this interesting, so maybe we should get more content that's similar," or has this already-

Respondent 1: No, we haven't. We haven't done that.

Respondent 2: I don't know if we can see what it is that they're clicking open. Can we see that? Because I haven't spotted that.

Respondent 1: See, it says, 'Review report,' so you can view the email, you can rename it, replicate it or social share, but it doesn't, well, certainly not on here, doesn't give me an opportunity to see what's being clicked on.

INTERVIEWER: Might be a page feature.

Respondent 2: It might be, yes.

INTERVIEWER: Yes.

Respondent 1:   Because it would be helpful if we knew what was in the highest rating clicks, rather than look at the ones where… you know, so we don't have to do every one, but if we get a really positive reaction to a particular newsletter, what was it in that newsletter that really attracted people's attention. That would be valuable.

INTERVIEWER: Yes. We will need to look into this. Sorry, I'm just making a note.

Respondent 2:   Don't worry. Okay.

INTERVIEWER: In terms of your digital skills, I know you already touched upon that earlier, did they develop more or was it… I know it was difficult at times, but would you say you're more confident now? Would you say that you're more confident…

Respondent 2:   You first. I'm always going first.

Respondent 1:   Well, I certainly feel as though, you know, it's a new programme to me. I've learned how to use it. I've learned to work my way around some of it. I do get frustrated probably with some of the things I think I could do but I haven't been able to find that out yet. But yes, I certainly feel it's improved.

Respondent 2:   I've definitely improved my skills. I think I keep looking at it, just talking about the things ___[0:18:01], I looked at the last one that you did that came out last week. I had a look at that

and we both have, obviously, either Respondent 1's remembered better, or we have a different aesthetic eye because all the headings are centered, but I've been centering all the text as well. You have the headings centered, but you have all the text left aligned.

I know, it's just a small thing and probably people don't notice that, but it is true and in some ways, we should really be a bit more, I suppose, a bit more standardised about it.

Respondent 1:   I'm pretty sure I did that with one that was very short, that I centered that.

Respondent 2:   So, then, when I've done that, you see, I think, "Well, all the rest looks wrong," so I'll do it, you know. So, that's a discussion for us. The other thing that I looked at-

Respondent 1:   It's not something anybody else has picked up, that I know of.

INTERVIEWER: Is anyone proofreading it?

Respondent 1:   No, just us.

Respondent 2:   [person]. [person] gets it at the end and has a look though, but I don't know whether [person] would… she might not notice that.

Respondent 1:   I think she more checks that the links are working because we always go, "Please check the links, just in case."

Respondent 2:   I check the links. No, I never ask her that. I tell her I've done them all.

Respondent 1:   Well, I do as well but she still does it.

Respondent 2:   Well, there you go. The other thing I looked at, because you started to do… you did a couple of things that have remained and the first one was, you added a little box at the top which is a, kind of a, 'This is the thing that we're saying. This is our…'

Respondent 1:   'Today, this is what…'

Respondent 2:   'Today,' whatever, and so I think, I don't know, you had something about donations to start off with. I can't remember what you put in first. I thought, "That's a really good idea." Before we actually get on, 'What's the [organisation] doing?' there's a little box that we can put in whatever we want.

Sometimes, I thought, it would be really good sometimes to put a photograph in there. Now, I found photographs quite tricky and I think you have too.

Respondent 1:   I do as well, yes.

INTERVIEWER: I just wanted to ask that.

Respondent 2:   So, I asked my niece, who has done website things, and it's to do with the size. So, it's not to do with the physical size, it's the pixel sizes, isn't it? So, we could do with working that out, because that top box, sometimes, could be the picture of the week or could be something that you wanted to put something in.

INTERVIEWER: Or, it could be something that the organisation photographed.

Respondent 2:   It could be anything that you wanted it to be, but we would need to make sure that we have that right to put the photograph in. We've been a bit reluctant because I know that you did a photograph.

Respondent 1:   It's not that the box isn't right, it's the photograph that's not right.

Respondent 2:   That's right.

Respondent 1:   Because the box can be expanded as much as you want, but when you put something in it, the computer will say to you, 'This is not suitable.'

Respondent 2:   Yes, so we could do with having another replicated one up and mess about, sorry, not mess about, practice.

Respondent 1:   When you first set it up, there was a picture at the bottom.

INTERVIEWER: Yes, I remember.

Respondent 1:   With the radio.

INTERVIEWER: That was just an example.

Respondent 1:   It was, and I tried to remove that and insert a photograph in there. I couldn't. I couldn't work out how to do it because it just kept saying, 'Sorry, it's too big,' or it's too this or it's too that. So, I just deleted it altogether. We just don't have that now.

INTERVIEWER: Okay. Do you want to look into that?

Respondent 2:   We want to look into photos. I'm not sure that the bottom of the page was the right place for a photograph.

INTERVIEWER: Okay, yes.

Respondent 2:   It depends what we want, but I think that box at the top could be a really important box because it's the first thing you see.

INTERVIEWER: Are you speaking to people who receive the newsletter about how they feel about it, what do they think?

Respondent 2: We haven't done any of that.

Respondent 1: Not face to face. We ask for comments. We do ask for comments and [person] is starting to get more people writing in to her. There was a lovely comment yesterday. A lady had sent a message in.

Respondent 2: With a fiver.

Respondent 1: Wish £5, to say she thoroughly enjoyed reading… this wasn't the newsletter, it was the-

Respondent 2: It was the magazine.

Respondent 1: The magazine. She thoroughly enjoyed reading the magazine and gave a donation. I mean, that was really quite emotional to have that response.

Respondent 2: We do get a fair number of comments and [person] is quite good at passing those on because it's…

Respondent 1: We do get them about the newsletter as well.

Respondent 2:   We do.

Respondent 1:   If I'm out anywhere, you know, I've been at a meeting with [person] this morning to [other organisation] and both the ladies that were there said, "We read the articles and we read this and we share with our members." So, we know that there is value out there, but it's only if we're having meetings. We don't make a point.

Respondent 2:   I mean, we could, quite easily, put something in the newsletter.

Respondent 1:   You do at the [location] don't you, usually?

Respondent 2:   Well, people at the [location] tell me that they've read this, that and the other. I have had good feedback. I haven't had any bad feedback, but face to face, people tend not to give you negative feedback.

Respondent 1:   I do have to say, INTERVIEWER, this is a real issue that I have, is that we get far more comments from people outside of the organisation than we do from people within the organisation. We've even, on a number of occasions, sat with senior members of the organisation who've said, "I think you should do this." I'll say, "We did it last month. It was in the newsletter," or, "It was in the magazine."

So, we know that people aren't actually… people who should be reading and making themselves aware of what's happening

aren't. So, how do we address those things? You can't force people to read.

INTERVIEWER: No.

Respondent 2:   I think people do read them. I'm not sure whether they take any action as a result of reading them. They know that things are there.

Respondent 1:   But you would think, when you were having a conversation, you mention something which you knew had been in the newsletter or in the magazine, that people would say, "Oh yes, I remember reading that." I would, but you know, that's…

Respondent 2:   Well, I would be a bit less… I think that because we're doing it all the time, we know what's in it. It's, kind of, in our DNA. Whereas, for other people, they only get the magazine once every three months, where I might have spent weeks and weeks putting it together, so I know it intimately.

INTERVIEWER: Did you advertise the newsletter in the magazine?

Respondent 2:   No, we haven't done that really. It might have been mentioned in passing. I don't think it's been put in as a complete, you know, something like an article that says, 'Are you on the e-newsletter? Do you get the e-newsletter?'

INTERVIEWER: Maybe it could also be an article about how you produce it.

Respondent 1:   I think it would be nice to say, 'If you enjoyed reading this magazine, are you aware that we have a fortnightly-'

Respondent 2:   Yes, something like that. So, there might be passing remark that says, 'This came up in the e-newsletter,' or something like that. There's not been any deliberate…

INTERVIEWER: How do you advertise the newsletter to your members?

Respondent 1:   Usually on joining. If we get new members in, we always advertise.

INTERVIEWER: Okay, but to all of them who are already there?

Respondent 1:   Yes, well…

Respondent 2:   I think it's hit and miss, isn't it?

Respondent 1:   There are many people who don't access anything by computer. We know that. So, it's pointless telling somebody who doesn't have a computer or a smartphone.

Respondent 2: As you've just said, perhaps, given enough space in the next magazine, perhaps there ought to be a push to say. I'll have to think now, because I have, in the magazine, put things in. You know, 'We send information to you in all sorts of ways.' I think I did that last time. Didn't I do that last time?

INTERVIEWER: But maybe, I don't know how your plans are, in terms of recruiting more people-

Respondent 2: [Or, am I doing it this one 0:27:19]?

INTERVIEWER: For the comms team, but maybe that might be worth to have an article in the magazine and actually, you know, have-

Respondent 2: I've written an article for this time. I might change the focus because it's a, kind of a… it's called, [organisation online] at the moment. [person], you know, like [person], she came up with the idea and then threw it to me. So, I done something about that. It's not gone in yet, because the next magazine's not due for publication, but there is an article called, [organisation online]' where I've put in all the stuff that we're doing.

Then, there's things like thanking various people who do various parts of it, but perhaps I'll go back and have a look at that.

Respondent 1: And make that-

Respondent 2:   And see how much strength I'm giving to help people actually use it. You know, how do you get on it, how do you get it. I can say to people, "If you've got a smartphone or a computer, whatever, you can just phone the office and ask for it, or you can go on the organisation's website and you can find one there, but actually, have one delivered to you. Give us a phone.

Use the phone and get your name on the list, because, at the moment, that's the only way to get one delivered to your door, as it were."

Respondent 1:   There is something in the magazine every month to say, 'Do you know that you can get the magazine online?' So, yes.

Respondent 2:   That's always on the back page, but this is an article. It can't be on the front page, because I think it's going to be AGM, isn't it?

Respondent 1:   It's going to have to be the AGM.

Respondent 2:   I don't know what you're doing. You have to tell me what you're doing. You'll have to tell me what you're thinking.

Respondent 1:   Well, I've just had a conversation with [person] saying I've been asking for weeks because you put something on an email and we said, 'We must meet.' It's going to be in July.

Respondent 2:   Yes, right.

Respondent 1:   [person]'s going to-

Respondent 2:   We need a date.

Respondent 1:   I know. [person] going to contact the…

Respondent 2:   Right. To go back to your advertising, yes. In the next
                  magazine, there is going to be an article, which, at the
                  moment, it's headed, ['organisation] online.' I don't know
                  whether it will end up with that, but it's looking at all the various
                  forms that you can get the organisation-

INTERVIEWER: Is it looking at recruiting new members to the communications
                  team?

Respondent 2:   I've tried. We do ask, in a general way. That's, in my view, not
                  the most successful way. I've asked one or two people that I
                  thought might be interested. I asked [name]. At the beginning,
                  she said, "Yes," so it shows how long ago it was since I asked
                  her, and then she got involved with training up for [something].
                  So, she's not able to take that anymore. So, that was done. I
                  asked two people at the [location].

                  [chat]

I don't know whether or not, because that's actually going out to a lot of organisations, I don't know whether we should ask the organisations who are picking it up. When they get the…

Respondent 1:   We don't specify members, do we? Although, if somebody did have an interest, we would ask them to join and become a member and then they would find out more about what's going on, but they don't have to be a member to come and approach us and say, "I would be quite interested in that." Yes, we're constantly-

Respondent 2:   It is also very true that in order to do this, you have to know quite a bit about the organisation. I don't think that's as true as I thought it was at the beginning, because if the organisation themselves put the information into the email, then you can do it. Providing you've got some skill in, kind of…

Respondent 1:   But you've got to be willing to learn.

Respondent 2:   Yes.

Respondent 1:   Not just improve your IT skills, but learn more about the organisation, what it's doing and why.

Respondent 2:   Yes, and you have to have a fair amount of skill and able to take out the information, the brief bit of information you want, because we try very hard, although, some of us are better than

others at saying less. Because the idea is to say less. I find that quite difficult.

INTERVIEWER: Is it so that it's-

Respondent 1:   It's the idea of a newsletter.

INTERVIEWER: Yes, to be short and to the point.

Respondent 2:   Yes.

INTERVIEWER: So, obviously, the aims of the newsletter are quite different to the magazine, right?

Respondent 2:   Yes.

INTERVIEWER: If the newsletter is more up to date.

Respondent 2:   Yes, I mean, because the magazine comes out only once every three months, you've got a slightly different take on that. So yes, we still want the organisation doing stuff.

INTERVIEWER: Who's currently producing the magazine? You?

Respondent 2:   There is an editorial group. Six of us.

Respondent 1:   Yes.

INTERVIEWER: That's probably another advantage of the newsletter just being you two, right? That you have executive control in the end.

Respondent 2:   Yes. Well, because I lead the communications group, I am classed as the editor of the magazine, so I guess I've got executive control there.

INTERVIEWER: Yes, but with the newsletter, you don't really.

Respondent 1:   Yes, so I wouldn't dare do anything that Respondent 2 didn't approve of.

Respondent 2:   It certainly is easier with a smaller number. I mean, that happens because we get on very well. It would be still difficult with two people if you actually had really, really strongly opposing… you know, if it was me and a person we've been talking about earlier on, it would be very difficult, wouldn't it?

INTERVIEWER: Yes, that would be very difficult.

Respondent 2:   It would be impossible in some ways. So, you do have to have quite a degree of agreement because on the month by month

thing, you are leaving it entirely to the other person. It's not yours. It's only yours for that month, isn't it?

Respondent 1:   Yes.

INTERVIEWER: So, it's a bit of trust.

Respondent 1:   That was a challenge at the beginning as well, because even when Respondent 2 started doing the newsletter, as she said, nobody came along and said, "You have to do it this way. You have to do it that way. You have to put this in. You have to put that in." So, Respondent 2 did it the way that she wanted and then she entrusted me to come along and help and I had to do exactly the same. I think, "Good to tell people about this. Have to tell people about that."

Respondent 2:   So, they are slightly different, but basically, I mean, we use the same headings. We have talked about it. We've never found really any better headings. They just seem to be all encompassing really. We've only got four headings.

Respondent 1:   It's familiar to people, isn't it? They know exactly what they're going to get about, although, there is sometimes a discussion in my head, when I think, "Should we go here or should we go there?"

Respondent 2:   The dates for your diary is the one, I think, "I can only put things in there that really are a specific day."

INTERVIEWER: Did you come up with those headings originally?

Respondent 2:   Yes. Don't ask me how, it just… I don't know. Just thinking
                  what I'd like to ___[0:35:57] but there were just the four
                  headings and they just seemed to fit.

INTERVIEWER: Okay. Is there anything else, in terms of evaluation? It sounds
                  like it was a good step in the right direction.

Respondent 1:   It was, and thank you very much for steering us in that
                  direction.

Respondent 2:   Yes, I think if you hadn't of been the catalyst, we probably
                  wouldn't have done anything differently.

Respondent 1:   We'd still be doing it exactly the same.

Respondent 2:   We'd still be doing it the same way and still repining the fact
                  that we don't know who's doing what, reading it or we don't
                  know how many people have opened it. We wouldn't know any
                  of that. I mean, the bit of information we have got is interesting
                  and it's good to know that actually, half the people who get it
                  actually do open it and at least, if nothing else, skim though it.

Respondent 1:   I do have a problem. It's an ongoing problem and I haven't quite resolved it yet. It was something that was mentioned this morning is, people send us, to the email address and [person] sometimes shares things with us, with a PDF. I find it difficult to copy that to make it available as a link because it goes into my folder, my computer's protected, so if my computer's switched off and has a protection on it, people can't obviously see things that are in my folder. I can't work out what it is.

So, the conversation I've had this morning is, if you were going to send something to us, so if you were to design a poster and you're going to send it to us and say, "Can you share it on your e-newsletter," I don't particularly want you to send me a PDF. I would rather you sent me the link to your website or your Facebook page, or whatever other medium that you have it on. I will then extract that link and put that link in.

INTERVIEWER: Yes, you did mention that before.

Respondent 1:   I've had that conversation this morning and obviously, "Oh well, if you just convert it into a Word document." No, that doesn't work.

INTERVIEWER: Because we've had that conversation before as well.

Respondent 1:   That really frustrates me. We tried putting something on the organisation newsletter email page, so that when people send something, they get a response back and say, "Thank you very much, but have you done this?" So, there's-

Respondent 2:   Yes, I'm not sure about that though, because if we do that-

Respondent 1:   So, now they're just ignoring that and sending things direct to [person].

Respondent 2:   Yes, I think that that probably made people think, "I'm not going to bother doing it."

Respondent 1:   Yes.

Respondent 2:   That's not what we aimed at. Yes, I know what you mean. I just revert to extracting what I want and just jotting it down by hand. Or sometimes, I go on the website, if there's a website.

Respondent 1:   I always look at their website. I always look at their Facebook page.

INTERVIEWER: So, they send you some sort of leaflet or something.

Respondent 2:   A poster that says-

Respondent 1:   Yes, a poster.

Respondent 2:   Sometimes the information's a bit funny on the poster. They send a great big poster and all you really want is the date and

you might want to say, 'You can get more information.' I mean, nearly always, 'More information on the website,' is going to go on there. Sometimes, when I copy the website from the address bar, that doesn't always work either. Sometimes, I've got to re-type that into the link thing off the Mailchimp.

Respondent 1: I try for a certain length of time and if it gets too frustrating, I say, "I'm sorry, it can't go in." Like you, I'll put a little bit of information in because it's not my responsibility to put in a great big spiel about what somebody else is doing. I put a little bit of information in to say, 'Contact these people.'

INTERVIEWER: 'Please contact these people.' Yes, exactly. I think you've also got every right to say, "We can only share web-based information."

Respondent 1: Yes, it really, really frustrates me.

Respondent 2: I do think people want a bit more than just the web-based. They need a little bit more than that, because otherwise, I think that… well, just from my own point of view, just the web bit wouldn't do for me. I would like a little bit more information that tells me what it is I'm actually going to be perhaps finding on there. Some web pages are really hard to search through.

INTERVIEWER: Okay. So, you [can't apparently 0:40:52] share files.

Respondent 1: We can't. Sorry, I can't. It really gets me.

Respondent 2:   Is it 25 past yet?

Respondent 1:   It's 23 minutes past, Respondent 2.

Respondent 2:   It's one of those permit parking only and I'm up on dialysis.

Respondent 1:   So, for example, that.

INTERVIEWER: So, you can't share PDF, no?

Respondent 1:   No. That's a PDF.

INTERVIEWER: The only thing you could do, is you can screenshot it as a JPEG and then you can…

Respondent 1:   But that's still on my computer, and my computer's…

INTERVIEWER: Yes, you can attach it. I'll send you the thing.

Respondent 1:   Yes, well, if it tells me where to do it. That's why I tried to set up Dropbox.

INTERVIEWER: I remember, yes.

Respondent 1:   But that doesn't work either because my computer shut down. Although, a Dropbox is supposed to be a cloud thing, isn't it?

INTERVIEWER: It is, but here it says you can add files to your email campaign.

Respondent 2:   I suppose what one of the learning things is, that although you're learning all the time, you're also learning that in fact, some of the things that you would like to happen actually still can't happen and not because you haven't learned how to do it. Simply because it actually cannot happen. Which is quite an interesting bit of learning.

Respondent 1:   Would you like to take any cake away with you, Respondent 2? Okay. I shall leave that one for INTERVIEWER then.

Respondent 2:   Just before I go, I don't think I've really said enough about how much we appreciate all the effort that you've put into helping us because we talked about Mailchimp for many months before we actually plunged in and I don't think we would have plunged in, and I remember that it wasn't me that plunged in, it was me that plunged Respondent 1 in.

So, if we're using a swimming pool analogy, I was the one that pushed her in at the deep end in October, because I actually said, I think I must have said it on the email that the next one would come in a commercial form. So, we had to do it. Or, Respondent 1 had to do it. That strikes me as something that,

in some ways, you always have to do with any kind of learning because at some point, you just simply have to do it.

You have to stop talking about… you know, if you're using children as your analogy as well, children who are learning to walk. They simply have to get up and do it. Or learning to feed themselves. There's no way around it, is there?

Respondent 1:   I did ask the question about that. When [anon] sends that, it says, 'View this in your browser.'

INTERVIEWER: But which ___[0:43:41].

Respondent 1:   We don't. That's not on ours because I don't get that on mine.

INTERVIEWER: Okay, let's look into those two things.

Respondent 2:   Okay, I'm very sorry that I have to go, but-

Respondent 1:   No, thank you, Respondent 2. I appreciate that.

INTERVIEWER: Thanks, Respondent 2. Thank you for coming.

Respondent 2:   It has been interesting. I'm glad that I did it because, if I were to write an email again, if I was to set off doing a new email, which I definitely will be doing…

Respondent 1:   Thank goodness for that.

Respondent 2:   I would know how to do it, but the next thing's going to be something other. You know, it's going to be Instagram or Twitter or Snapchat, isn't it?

Respondent 1:   I'm not going anywhere near Instagram or Snapchat, but Twitter, I would do.

Respondent 2:   It's just remembering all the time, isn't it?

Respondent 1:   Yes, it is.

Respondent 2:   You've got to have your head into a different kind of…

Respondent 1:   You can actually link them up, can't you? So, if you put something on Facebook, you can set it up so that it will go to Twitter as well. So, it's-

Respondent 2:   But it is that, kind of, remembering things. This morning, when I was at the [location]-

Respondent 1:   No, you can do it so that each time you put something on Facebook, it will automatically send it to Twitter.

Respondent 2:   Yes, what I'm trying to say is, that this morning when I was at the [location], I actually first of all have to remember, this is digital and I've got to get the digital bit going. That's the bit to remember, because if I get stuck thinking about what other people are doing and telling me all the different things, I'm listening to them all the time and the digital bit has gone. Right I shall see you, I'm sure, before much later.

INTERVIEWER: Thank you, Respondent 2.

Respondent 2:   Yes.

Respondent 1:   Thanks, Respondent 2.

INTERVIEWER: Thanks for coming. Okay, I'm going to turn this off.

END AUDIO