

Duration: 0:45:50

START AUDIO

Respondent 1: I understood exactly what you were saying. I think it was [anon] that was getting a little bit mixed up about, you know, the templates and...

Respondent 2: I mean, it's not about put a photo exactly here, it's more like reminding people to put information about what happened, when it happened.

Respondent 1: I think he thought it was, you know, send that in with a photograph here, the headline there and the written article here and that would just be uplifted and put in. It's trying to explain to them that it's the content. We need a photograph, we need a headline, we need a content.

INTERVIEWER: And you also need a short summary. You know when you read an article and you have the headline and then you have one tiny photograph below saying a summary of what's going to be- or just some sort of intro, it's that really, rather than-

Respondent 1: What you might do next as a result of...

INTERVIEWER: And, I mean, with template it also means putting the logo and stuff in but rather making it accessible so people can actually

use it. So in the end it's not [anon] doing a lot of work and then [anon] having to, you know, because if he had this Word document he could just do it.

Respondent 1: Yes.

[...]

Respondent 1: I think initially, if I've got my facts right, [anon] came along to the editorial group, she sat with us, she then went in and did all of this, so right up to the design that was approved and sent off to the printers. So there was one person involved. The difficulty was when she wasn't available.

But I can see that one person process is much easier, and I'm like you, I don't like to give something to somebody else because what Interviewers they going to do with it and what if it's not the way I intended it and what if they don't understand what it was that I was trying to do?

Respondent 2: And the next thing about the [newsletter] is that if we do change the name, and I quite like '[anon]' as well, I mean, I did go through them. But if we are calling the [newsletter] [anon] then really and truly the magazine ought to have that name. Because it looks like each little bit-

INTERVIEWER: For the newsletter you make it [...]

Respondent 2: Well, you know, however you do it.

INTERVIEWER: Something like that, yes.

Respondent 2: Because it apparently [...] can change their name, so they can all be different names, which I think is kind of wrong because I think it ought to have a brand across the whole of the communication slot. How do we know [...] belongs to the [organisation]?

Respondent 1: Well, it does say on the Facebook page and they do put that information onto YouTube, when they put it onto YouTube it goes-

INTERVIEWER: I had a few more general questions. I mean, this is a very [researchery 0:04:07] question, I don't know if that makes sense, but how do you think using media impacts the organisation in general? There's so much, but it doesn't really always reach the people it should reach, or do you think there's an impact on the people who do it, who produce the media? Just kind of a more brainstorming question.

Respondent 1: Do you mean us as in the people who produce it, as well?

INTERVIEWER: Yes.

Respondent 2: I think there are several strands to that aren't there, really? I think that from my point of view, as a person who kind of creates, I've learnt a lot about media and how to use media. So that's been really good for me and that's a personal thing.

Respondent 1: No, I would agree with you there. I'm constantly learning there are different ways of doing things.

Respondent 2: Because I wasn't really aware of some of the things about social media, I went to a day session to learn about that and came back with information about Canva and then I go to a meeting with you and [content creator] and I hear about flat icons, so it's a constant- some of it's too much, because there's such a lot there and it's not the only thing I do. So it's not my life, as it were.

INTERVIEWER: You're sort of [stretching 0:05:36].

Respondent 2: Whatever. Which I'm not doing, I did a bit this morning in the bedroom before I got up, so that was all right. Before I got my breakfast, anyway.

The other thing is it is quite difficult to know where it's going, although I think we're getting better at that, I think it is making us think. At one time we didn't know anything about where any of this went except that we knew that the hardcopies went to X number of people and the electronic copies went to another X number of people. But that's all we knew.

We do know, I suppose, that the engagement and more use of the media means that we do know that the number of people signing up for the e-documents has increased. So there is something happening there.

INTERVIEWER: So is this a success personally or also for the organisation? Or is it a success or is it just random views?

Respondent 1: I think it's a success because we are learning skills, we are able to share those skills with each other and, hopefully, other people as and when they ask. Like this morning about, "Well, I don't do this because," or, "How do you do that?"

Respondent 2: I suppose it's success for the organisation, too, because the reason that we do it, apart from our own personal learning experience, is we want to actually improve the reach of the [organisation] because we think that a lot of the work that the [organisation] does is of benefit to older people. So there is a [touch there 0:07:21]. Then for the social media, we are getting an increase, slowly, of followers. It varies on who likes and who reads, it does depend very much on the individuality of the...

Respondent 1: And you can't make people read things.

Respondent 2: No, of course you can't.

Respondent 1: Now I'm just looking at the insights for the last 28 days of our Facebook page and the biggest impact was on the thing that was put on about the [article]. It was 259 people who it reached, so that's within the last fortnight, with the possibility that it's being shared, then it will go to more people. Certainly videos, I think, have been the highest reach. I think everybody wants to look at a video.

Respondent 2: I wish I could remember, because yesterday would have been a great occasion to put a video, wouldn't it? It was the Red Cross and she brought along a half dummy so that she could show you how to do the ABC, you know, the airways, breathing, and it would have been great to show that.

INTERVIEWER: And this was at [location]?

Respondent 2: Yes.

Respondent 1: I think what probably would be helpful is to have somebody else to come in and video it on the odd occasion.

Respondent 2: See, [anon] was quite good at that. When he gets better, perhaps he might do it.

Respondent 1: Yes. And I did the one with [anon] when he was talking about the petrol station.

Respondent 2: Yes, that picked up a lot, didn't it?

Respondent 1: Very, very [quickly 0:09:04], but I think probably because a lot of people knew him and maybe shared it. And it was an interesting conversation. He was talking about going to a garage that he's found where he doesn't even have to get out of the car because somebody will come and fill it up for him.

Respondent 2: Like they used to do, you know, once upon a time.

Respondent 1: Yes, in the old days. So that was very popular.

[informal chat]

Respondent 1: We would like to increase the reach, certainly, of Facebook and the only way is getting people information about what to do and how to do it.

Respondent 2: [person] did mention, didn't she, using [other organisation] to help sort of reach targets. So we've got 79, say, should our target be 100, because that would be, hopefully, quite easy, or do we make it 150?

INTERVIEWER: You could also use your own newsletter to do that. I don't know, do you link from the newsletter?

Respondent 1: We don't link from the newsletter. I'm sure we tried to do that before and something happened.

INTERVIEWER: You know when you have those icons, usually? You read something and they would have a little button for Twitter or a little button for Facebook, maybe we should include that in the newsletter?

Respondent 1: That would be helpful. And you would know how to make that work so that if you clicked on that it would go straight to the Facebook page?

INTERVIEWER: Yes. I could have a look at it, but I'm sure [content creator] knows.

Respondent 2: Someone will know.

INTERVIEWER: Yes, okay, so I'll ask him about that.

Respondent 1: That would be great. Because it is difficult sometimes when you're doing it to remember to put everything in.

INTERVIEWER: And you know when you say sometimes you forget to put things in? If we have this sort of, call it template, that would still give you some sort of overview, right? Because maybe it would have specific categories-

Respondent 1: Suggestions.

INTERVIEWER: Yes. So you could then have a tick box kind of like, "Okay, I've put some dates in, I've put some links in to the Facebook," that sort of thing. So it would maybe function as a checklist.

Respondent 2: I would like us to sit down together with the newsletter email page and have a look at how you use it and how I use it. Because I think that I don't use it in the most efficient way.

INTERVIEWER: Shall we do this now? Shall we just have a look?

Respondent 2: If you want.

[Break in conversation 0:13:48 – 0:13:59]

INTERVIEWER: So it's a normal Outlook kind of thing?

Respondent 2: It's Outlook.

Respondent 1: You have the password.

INTERVIEWER: Okay, so we have an archive.

Respondent 1: Yes. Now I tend to use- if I can explain to you what I do. When I've put something into the newsletter and it's a one-off, once I've got the newsletter ready to go out and I've double-checked everything, I then put the email into the archive. I don't delete it, I put it into the archive.

INTERVIEWER: And do you put it in different folders?

Respondent 1: Well I did try doing that but it doesn't-

INTERVIEWER: What are these folders?

Respondent 1: No, I didn't create all of those folders.

Respondent 2: And those folders become distracting.

Respondent 1: Yes, we don't know where they came from. We didn't set up the page. I know they can be deleted. I'm aware of the fact that they can be deleted, but I need to have the time to go and see what's actually stored under them.

Respondent 2: Did [anon] set up the page?

Respondent 1: She set it up, yes.

Respondent 2: I quite like the idea of putting things into different folders, but one of the problems I know from filing is that there's always different views on how you file, because certain things can fit in several categories, as we all know.

Respondent 1: With my own, I put them into a miscellaneous until I've got time to go through-

Respondent 2: Exactly, so your miscellaneous file ends up like this.

Respondent 1: But what I do is if something needs to be repeated or if I haven't actually put it into that newsletter, I flag it and it will come to the top of the page.

INTERVIEWER: And do you do that as well?

Respondent 2: No, because when I started doing it, for the first three months, and we're talking a long time ago now, nearly two years ago, as I'd used the email, I just deleted the email. Then Respondent 1 and I began to do it alternate months and then I wasn't quite sure what was happening because quite suddenly these things appeared and I thought, "Well, I don't know who's put those up," and I was a bit of a loss to know what to do.

So I've ended up not doing anything with them, so they all sit there and I would like to get rid of them because they just annoy me. And I hadn't realised that that's what you did with the flagging.

Respondent 1: What I'm wondering is, because I link this to my own email page, my Gmail account.

Respondent 2: How did you do that?

Respondent 1: Oh don't ask me, I would need to sit down at the computer. I linked it so that on my Gmail account, sorry, not on my Gmail account, my Hotmail account. So I linked it to that. I'm wondering if because I created a few different titles for me, I'm wondering if that's what's changed that.

INTERVIEWER: Are these the same titles that you've created?

Respondent 1: I need to have a look.

INTERVIEWER: Yes, so if we were to use this, which I think we should, we have to sit down, we have to come up with ideas about ways to tag emails, that they make sense, but that they are also visible to other people. For example, if we want to open this up not just for the newsletter, then it needs to be kind of made available in a way that people know where anything is.

Respondent 1: It would only ever be put into a folder once it had been used and finished with.

Respondent 2: So you're just putting all of the finished ones into the archive?

Respondent 1: Just the finished ones into the archive.

INTERVIEWER: Do you put her finished ones into the archive as well?

Respondent 1: I put whatever is out of date or finished with, yes.

Respondent 2: Okay. Well I can follow that pattern, I can put the finished ones into the archive so it creates-

INTERVIEWER: Is there some emails that you think you put into a finished folder because you've published them but, actually, the project is ongoing?

Respondent 1: If it's ongoing, I flag it. So the ones at the top are to look at. They could be something that need to be repeated in subsequent newsletters or it might have come in just at the end when neither one was being published.

Respondent 2: So those three at the top there are flagged?

Respondent 1: Yes.

Respondent 2: So when's the newsletter going out? Has it gone out this time, I can't remember. This week, next week?

Respondent 1: It will be this weekend, Respondent 2, I just haven't had time to do it. I haven't had time to finish it properly.

Respondent 2: No, it's all right. They might go in or they might not go in, depends what you do.

Respondent 1: Yes.

Respondent 2: But these ones have all gone in, the ones underneath?

Respondent 1: For example, somebody sent me something and the event isn't until May. So I'm sure I put a flag on it. You can actually also click on it and you can click on the calendar and put a date on for it to come back to you on a particular date.

Respondent 2: See [anon] uses this, I notice there's one from him, if you scroll down, sorry, I could scroll down myself, there's one for [anon] a bit further- oh yes, so it's a communications group one.

Respondent 1: That's how we put into the communications meeting. There's something down there, where it says communications.

INTERVIEWER: This one?

Respondent 1: No, further. I can't see. Yes.

INTERVIEWER: Communications group.

Respondent 1: But that's because it doesn't apply to the e-newsletter or Facebook page because these are obviously articles that he is going to put in the newsletter. They're not time-sensitive, they're not...

Respondent 2: I mean, I suppose if we scroll through some of the articles there might be something, but that's very time-consuming for us.

INTERVIEWER: Yes, so there would have to be...

Respondent 1: I do have a quick look at them to see whether it's relevant.

INTERVIEWER: So this inbox should really take bigger articles that are then pushed into the magazine area and then we should have information that is more time-sensitive and then, ideally, you want three bullet points of each communication group about what they have done, what the impact is, what they're going to and whether there's a date that's of interest.

Respondent 2: There's a lot of stuff going in that's, you know- I've just noticed that my reply is in there.

Respondent 1: But the whole list of all the people who've commented will be on there.

Respondent 2: Yes, but then it's kind of in the newsletter one, so it should be somewhere else because I don't want to scroll through all that. When I'm doing the newsletter, that is immaterial to me.

Respondent 1: True, but we were talking about having a joint hub.

Respondent 2: Right, okay, we're not talking about the newsletter in particular.

Respondent 1: No, we're talking about a hub.

Respondent 2: Right okay. So then that should then go directly?

Respondent 1: Well, I don't whether you can because how do you pick up a particular word from that? We're back to what word you use and what word I use.

INTERVIEWER: Well, this is why you need, "I can't think about it right now," maybe there's a way of doing that but that's probably why you would need an explicit summary by the working groups and that's where we could send the reminders. So we could set an automatic reschedule email and say, "Send us three bullet points now," and that doesn't take much time for them to quickly summarise it and they can still submit their longer version to the newsletter, maybe? It's just an idea. But that would save you the time.

Respondent 1: And bearing in mind that two people who are involved in Facebook are also on the communications group, so we're getting it twice. We're getting it to our own email addresses and we're getting it there, as well.

Respondent 2: I just think very early on someone I worked with, when his children were still, I don't know, 10 and 11 or something, and they had an email address that was a family email address but

somehow any emails to the two children came into that single address but dropped into a folder.

Respondent 1: Yes, automatically.

Respondent 2: Yes, I don't know how it worked, I don't know how he did it.

Respondent 1: It's how it's set up in the first place, isn't it?

INTERVIEWER: Probably, yes, I'll look into that.

Respondent 2: Because that's kind of what we want, isn't it?

Respondent 1: That's what I would like to do. And then if somebody logs in all they have to do is to look into that [as well 0:27:33]. If it works perfectly that's the ideal situation. You'll probably still have to scroll through just to make sure, but then there should be nothing in there unless it didn't meet any of the criteria.

Respondent 2: Because then the filing wouldn't be down to you or I, it would be the person sending it. It would automatically drop into the correct box. I'm trying to look in reminder-

Respondent 1: It's other people looking at it, though. Would they- with the best will in the world, and I haven't got the most wonderful memory and I forget how to do things, as well. I look to see what's in

the inbox, because I know whatever's in the inbox hasn't been dealt with. Would I automatically look into a sub-section of it? And then what would you do with that information when it had been dealt with, how would you say that it had been dealt me and extract it for an article?

Respondent 2: I don't know.

Respondent 1: We're back to if you're not using it on a regular basis, you do forget the format that you need to use it.

INTERVIEWER: Yes, so we need to make it sort of obvious. This is the other thing, I'm still thinking that every time we do something we make sure that we set up a screen tracker so that we can make a YouTube video from it so that people can watch the video and Interviewers how to use it. So that we don't need to sit down with everyone explaining, "Oh, you need to do this, you need to do this," but rather have either something written or something visual.

Respondent 2: Yes. I have found quite a lot of little video 'how to do its' on YouTube when I wanted to find- they're usually really good, the ones I've used anyway.

Respondent 1: I've repaired a couple of things using YouTube videos. You know, it's not just how to use them, it's how to put it right when it goes wrong.

Respondent 2: Mostly I've used them when I wanted to do something on the computer and I couldn't do it, didn't know how to do it. So you would go on and say, "How do you do...?" Sometimes it takes a bit of getting to one that you can actually understand. I've also used YouTube for singing practice. It's really good, you can do it quietly in the privacy of your own home. No-one can hear you squawking.

But that would be good. It's like a YouTube idiots guide isn't it? Rather than having idiots- I'm sorry I use [terms 0:30:40] like that, it's really what it is.

INTERVIEWER: Yes, and I think if we do that in the first place then it's relatively easy for everyone else to do it.

Respondent 1: And if anyone has problems it can be then identified and we can do a frequently asked question page.

INTERVIEWER: But that would be the idea, effectively, that you can have more and more people doing it, so it's less work for you.

Respondent 1: Can you monitor who logs on and accesses the information? Because I think that would be useful.

[Break in conversation 0:31:25 – 0:31:35]

INTERVIEWER: Yes, I'll see if I can find out. I mean we can do a lot with using email and I think we should stick with using email and see

what we can do with it. Obviously, if you were to set up something completely new you'd probably use some sort of organising app or something like Trello, where you can have tasks and you can prioritise tasks, but I don't think that's really what we want because you don't want to go and learn another thing. I think this is pretty straightforward, so we just need to come up with a way of how we organise this effectively.

Respondent 2: But you can delete some of these things on this site, can't you?

INTERVIEWER: Yes. So we would organise this in a way that makes it more useful.

Respondent 2: I mean there are two e-newsletter things there.

Respondent 1: I have a feeling and it was just looking at it now that that might be what's happened, that it's simulated what I have on my own email page. So I could probably go on and delete some of those, but I need to go into the files to see what's stored there to make sure that I'm not deleting anything that's actually still relevant.

INTERVIEWER: Yes, there's a few different ones.

Respondent 1: I think it's taken mine and added them to whatever was in here.

INTERVIEWER: So we also want to make sure that it doesn't sync with anything that's just private to you before we make it accessible. I mean, it doesn't matter, none of us will-

Respondent 1: I think I've actually taken it off now because I was getting overrun with emails. Especially when 25 people replied.

INTERVIEWER: Okay, so we need to check that, whether you have somehow synced to this one.

Respondent 2: It's beyond my capabilities, I couldn't do that.

Respondent 1: I don't mind at all. And if you think that's what's happened, if you could send me a message I'll go on and I'll check the boxes and just delete whatever needs to be deleted. Because we don't need to keep anything. I mean the idea, I think, was to keep something for a couple of months in case there was any comeback and then get rid of anything else.

INTERVIEWER: Yes, because once it's published you have it anyway. Because if it's published you'll have it in the form of the e-newsletter.

Respondent 1: But what you don't have on the e-newsletter is who actually gave you the information in the first place. We have had questions raised saying, "I sent such and such and I haven't seen anything," so we are able to search and say, "Well,

actually, nothing's come into the e-newsletter box," or it's come in and it's been missed. So we need to be able to do those searches still.

But probably after two to three months I don't think anybody would come back and ask that question, because they don't give us information that far in advance.

Respondent 2: Well, I'm just thinking, we are doing that and if someone's saying you haven't put something in, I'm saying, well, tough, you know? It didn't come in. It's gone, time's passed, we're on the next one.

INTERVIEWER: I mean, you're doing a lot of volunteer work-

Respondent 2: Anyway, that's sort of beside the by really, isn't it? It can be much more efficient and once we get a bit more efficiency going we might be able to then say, "Well we can make it even more efficient." You just sort of try and do little steps at a time, don't you?

Respondent 1: Because we have lots of thoughts about what [it 0:39:06] can do and what we can do, but it's doing it, it's knowing where to look, how to get the accurate information. So, I mean, your help is invaluable. There's no question that we're wanting somebody else to do it for us, but I think we're wanting somebody to help us do it ourselves.

INTERVIEWER: Yes, it's a lot of work setting up things, as well. As you said earlier, when you're so in the zone and you're kind of- it happens to me with so many things, you think you're doing something and then someone else says, "Oh, why are you not doing it this way," and you never even thought about it.

Respondent 2: I think there are several aspects around how it all works anyway, and if I've said this already just ignore me, but I do think that you get to a point, usually when you're in work, because when you're working using electronic devices in whatever way it happens to be, your skills are generally increasing because you are working alongside other people and the other people will say things.

Like we're doing here today, I'm saying, "Well I do this," and Respondent 1 says, "Oh no, I do that," and you say, "Oh, well we can do this," and I think, "Oh yes, I never thought about that," and so I might learn how to do that and that puts my skills up another little bit.

When you come away from work and you're sitting at home, often alone, I mean, you do have a husband but he might not be interested in doing what you're doing at all, you're not precisely stuck where you are unless, as some people, they just stay there. But even if you want to increase your skills, it's much more of a struggle because you haven't got that friendship surrounding you where you can say, "I'm tearing my hair out with this," and someone comes along and says, "Well, have you forgotten how..." All of those little things. So it makes it quite often a struggle.

However, when you actually get there, I feel really great. But what I really want to do is go and tell at least 10 people that I have succeeded, and often they don't want to know because

why do they care? But I want to go and say, “Hey, I’ve done this,” you know?

Respondent 1: I do have an advantage in as much as if I’ve search for something and I can’t find what I’m looking for or you get a whole long list of things, “Oh, I don’t know which one to go for,” I’ll send the message to my son saying, “I have a problem, I need to do this, where can I go?” Because he’s a software developer, so he can point me in the right direction and he’s quite happy if I say, “I searched for something and I found it,” or, “I didn’t even ask you because I found it myself.” I do have a source that I’m confident in will help me along those lines.

Respondent 2: I think that’s a general point from my view of older people leaving work, I think that that is something that probably does happen. I mean, I have no research to prove that at all, but I think that that is what happens.

Respondent 1: And we had the discussion, can you remember when we- were you there when we were first talking about Facebook? No, I don’t think you were. I think it was [anon], “I’ve been advised not to go anywhere near Facebook because other people will get my information.” No they won’t, if you don’t share your information they won’t. But that was his point, he had been told and nothing anybody else could say would change that view.

INTERVIEWER: So there’s a lot of stereotypes and rumours.

Respondent 2: Yes and there always will be about everything. In the end you have to make decisions, don't you? But I find it more challenging so I tend to stick with- doing some of this stuff, even though I'm using Canva a bit, I'm probably not using it in the most effective way because I don't know how to. So all the time I'm probably going the long way around. I might end up actually achieving what I want, roughly, but I might be doing ten steps rather than the three steps it should be, because no-one's there to tell me.

Respondent 1: The problem is when you get to the end result, can you remember how you got there. That's the difficult problem. "Well it worked, but I can't remember what I did to make it work."

Respondent 2: I find the really good thing on Canva is that when you put up your first, whatever it is you're working on, there's a little one at the top, a little note saying that if you press it you can write on all the notes so you can remind yourself what font you used and what size it was, or whatever you wanted, and every time you bring it up, the notes are there for you. As long as you remember to put the notes on.

Respondent 1: Anyway, I do apologise, I'm going to have to leave shortly. I should be away now.

Respondent 2: Have you got another question before we go?

INTERVIEWER: No, I think we're done.

Respondent 1: Are you sure? Because we'll [send them quickly 0:44:46].

INTERVIEWER: Yes, I just wanted to have some sort of idea of how you work with it, maybe how you think it's important, but I think we can just continue the conversation another time.

Respondent 1: We know it needs to be cleansed, we know it needs to look the way that we want and for other people as well. Because if we have problems looking at it, then it's going to be much harder for other people.

INTERVIEWER: I think we'll just get started with this after my holiday, probably, and then we should have-

END AUDIO