

ABLE 9: The Reference Interview

Slide 1

Welcome to Alternative Basic Library Education.

This course provides a self-directed learning format. To enhance your learning take the class with a friend or colleague and after reviewing the material, get together to discuss what you learned. Once you have completed all of the lessons, you will be prompted to complete a final review and then print your personalized certificate of completion.

Before you begin the course, let's explore the navigation tools:

On the left sidebar there are three tabs: outline, notes, and search.

Outline: Allows you to navigate to a specific lesson – especially nice, if you need to re-enter the course.

Notes: Narrator content – If you prefer, you can turn off the narration in the lower menu bar and read the content while you advance through the slides.

Search: Use keywords to locate specific information.

In the upper right hand corner of the course window you will see the following tabs: Attachment, Bookmark, Send Link, and Exit.

Attachments: Contains glossary, learning objectives, and supplemental resources.

Bookmark: Allows you to place a bookmark on your browser, so you can easily return to the course.

Send Link: Share this course with a colleague by email.

Exit: Leave the course.

Along the bottom of the course window, is a menu bar where you will find the following information:

A speaker control to turn off the narration
Information about which slide you are on and timing of the slide narration
Play and pause buttons
View previous slide or advance slides buttons

Some slides have links to explore – simply click the link, a new window will open – read the content, then close the window to return to the course.

Now advance the slide to begin the course.

Slide 2

ABLE Course 9 The Reference Interview

Adapted by Jane Houston and Stephanie Kukay, Idaho State Library, 2003
Revised by Steve Poppino, College of Southern Idaho Library, July 2009.

Our thanks to the Ohio Library Council for granting permission to use portions of the Ohio Reference Excellence Web-Based Training (ORE on the WEB).

This course was produced through a grant from the Institute of Museum and Library Services, Library Services Technology Act.

Slide 3

Welcome!

This course is designed for members of the library community who do not have formal library training. It will help you learn the art of the reference interview.

This course is divided into four lessons and takes approximately 1½ hours to complete. If you have stopped working on the course, simply re-enter and click on the menu to continue.

Later courses in the Public Services Sequence will provide information about basic reference sources and ethical issues to consider in providing quality reference service.

After the final examination in the course, you will have an opportunity to print a Certificate of Completion for your continuing education records.

Slide 4

In this course, you will learn:

- the value of reference
- methods to make a patron feel comfortable
- techniques for discovering the patrons' real information need
- steps to check for patron satisfaction

Click on Lesson 1 to begin.

Slide 5

Lesson 1. Value of Reference

What is reference? Why is it important? Libraries play many roles in the community.

Libraries promote reading, provide entertainment and readers' advisory services, and make materials available for doing homework and other research.

One of a library's most valuable contributions to its community is the reference and information service it provides.

Slide 6

The goal of reference work is to meet people's information needs.

How?

By discovering what information people need – and –

By using library resources to provide that information

The library must make people feel welcome and at ease using the library, while meeting their information needs accurately and in a timely manner. In this way, the library will fulfill its mission.

In any library, the public service staff are the ones who talk to the patrons, discover their information needs, and follow up to make sure their needs are met.

No one else has the same influence on the daily success of the library in meeting the information needs of your patrons.

Slide 7

The citizens in your community -- that is, the people your library serves -- have an enormous variety of information needs. Depending on the kind of library you work in, these needs may include the following....

Slide 8

Product evaluations. Before making a major purchase, it helps to know the quality and features of products.

Health. People need information on how to stay healthy and how to understand their own or their families' medical conditions.

Government. People need to understand their communities and the country they live in, so they can participate fully in making decisions. They also need to know who their elected and appointed government officials are and how to contact them.

How-to-do-it. It takes knowledge to repair cars, build swing sets, bake cakes.

Personal enrichment. People want to know words to poems or songs, read a good book, enjoy the works of a favorite artist.

Work. Business people need statistics, addresses, legal information. Individuals need advice on changing careers and obtaining better jobs.

School. Both students and teachers require information resources available in the library to complete assignments and lesson preparations.

Research. More advanced students will want to read scholars' interpretations of historical events and literary works, and researchers will need to examine reports of scientific studies and experiments.

These are just a few areas where people need information. While information can come from friends, other schools, or organizations, the one place in the community that can provide various types of information to everyone is the library.

The library is the information center for your school or community -- providing information to everyone who lives, works or studies there is the library's mission.

Slide 9

The Reference Process

Answering reference questions is not always a simple process. Think of reference work as assisting people to fill the gaps in people's knowledge and solving problems. The "gap" represents the real information need.

Patrons may have trouble expressing the “real” information need, or be reluctant to do so, asking a question they think will fill the gap. However, the answer to their question as first stated may fill only a part of the gap, and not meet the entire need.

You have to discover the underlying need in order to help patrons completely fill their information gap.

Slide 10

The library's responsibility is to meet information needs --not simply answer initial questions.

The reference process includes the following steps:

- **Encouraging the patron to feel comfortable in the library.** A patron may fear you will view asking questions as a sign of ignorance. It is important to help your patrons understand both they and their questions are not only welcome but, in fact, are encouraged in the library.
- **Discovering the information need.** Patrons often have trouble formulating clear questions. They may not know enough about the subject to know what to request, or they may ask for what they think you can provide, rather than what they really need.
- **Finding the information.** Once you know what is wanted, including the level and quantity of information, use the appropriate resources (within and outside the library) to satisfy the patron's need.
- **Making sure the patron's need has been met.** After the patron examines the retrieved information, he or she can be asked if the material meets the information need. "Does this completely answer your question?" is a good finish to the Reference Interview.

Slide 11

Types of Reference Questions.

Members of the library profession have been analyzing and categorizing reference queries for years.

- Grouping similar reference questions can be useful in compiling statistics.
- Knowing what type of questions are asked can be helpful for planning service hours, staffing the reference desk, and improving and justifying purchases for the collection.
- Most important, identifying the type of reference question being asked will help you select the most suitable resources to provide an appropriate answer.

While there are numerous ways to categorize questions, many libraries find breaking them down into the following four categories to be helpful:

- directional
- ready reference
- specific search
- research

Slide 12

Directional

These questions do not require use of any additional resources. A general, geographic knowledge of where things are and how things are done is generally all that is needed. These questions can be answered with good signage or notices.

Examples of directional questions:

"Where is the catalog?"

"Where do I check out books?"

"How late are you open on Friday?"

"Do you have today's newspaper?"

Slide 13

Ready Reference

There are two types of ready reference questions: Short answer or instructional.

- Single fact or short answer is answered quickly by consulting one or two standard reference tools, such as almanacs, encyclopedias and directories. Often, these questions will begin with *who*, *what*, *where*, or *when*.

Examples of this type of ready reference question:

"Who are my state legislators?"

"What is the date of the Emancipation Proclamation?"

- Instructional questions -- providing the answer involves demonstrating a skill. These questions usually begin with *how*.

Examples of this type of ready reference question include:

"How do I download to a flash drive from your computers?"

"How do I search for magazines articles online?"

"How do I find DVDs in your catalog?"

Slide 14

Specific Search

These questions involve looking for more information than a single fact and generally require

- Searching multiple sources for the answer. The librarian needs to formulate a search strategy to select appropriate resources to answer the question.
- Presenting a range of information. The librarian will provide the patron a variety of resources – books, citations to articles, web sites, and reference tools such as indexes, catalogs, and bibliographies.

Examples of specific search questions:

"I am writing a paper on hummingbirds. What information do you have?"
"Do you have anything on the history of atomic energy?"

These questions are often a variation of "What are the best sources of information for my needs?"

Slide 15

Research

William A. Katz in Introduction to Reference Work (8th ed.) states while there are usually specific sources and answers for ready reference and specific search questions, the answers to research questions depend on what the researcher is able to find. Answering research questions may involve trial-and-error and browsing techniques. The librarian needs to formulate a search strategy to select appropriate resources.

Examples:

Several specific search questions. Someone working on a business plan for a new restaurant will need statistics about the local population (age groups, income, etc.), as well as information about managing a restaurant (staffing, suppliers, costs, etc.).

A broad question. Someone is working on the history of an old part of town. Your patron may start by poring over local history materials within the library, but the search is certain to expand to other collections and knowledgeable people in the area. You may need to find guidelines and techniques for specialized research methods such as collecting oral histories.

The next slide will open your first quiz to review the information presented to this point in the course.

Slide 16

Answer the questions in this quiz to move forward to the next lesson.

Slide 17

Lesson 2. Setting the Tone

Let's explore the tools for setting a positive tone for the reference interview.

The first question a patron asks is often simply a conversation opener - a way to say "hello" and establish a connection. Sometimes patrons are just trying to discover if you are an approachable, friendly person. The patron may ask "Do you work here?" or "Can you answer a question?"

Most people are reluctant to ask for help and may not even be sure they have come to the right place for assistance. It is important to practice techniques that are effective in putting people at ease, helping to find their real information need, and making sure the need is met.

Slide 18

In the 1980's, a team from the Maryland State Department of Education developed a checklist of "Model Reference Behaviors". This checklist summarizes behaviors that have the most impact on success in correctly answering questions. Since then, it has become the standard for evaluating the quality of reference services around the country.

The format is designed to let you and a partner help each other remember to use these techniques, but you can also use it alone as a reminder.

Consistently followed, these techniques have a greater impact on the success of reference service than the size of the collection, the experience level of the staff, the number of staff, or the level of education of the staff.

These techniques are not difficult to practice. We all use some of these techniques from time to time, but successful reference librarians are consistent in using these techniques, known as model reference behaviors.

Review this slide to become familiar with the checklist. You may also print a copy to keep at your desk by clicking on the Attachments tab.

Slide 19

Welcoming behavior and approachability.

Your job as a reference librarian is to encourage patrons to ask questions by using welcoming behaviors that make you approachable.

Smiling, making eye contact, and giving a friendly greeting are three of the most important points for any successful customer service transaction.

Slide 20

Verbal and non-verbal behaviors to encourage questions include:

Greet the patron warmly

- Give a friendly greeting. Smile!
- Use a relaxed, upbeat tone of voice

Be aware of non-verbal messages you send

- Maintain natural eye contact yet be aware of cultural sensitivities
- Keep a relaxed, open body posture
- Have an interested facial expression
- If sitting, lean forward slightly

Provide an appropriate setting

- Be at patron's eye level
- Maintain privacy
- Eliminate physical barriers
- Reduce desk clutter
- Lower distracting noise levels

Let people know your name

Your choice of language is important. Words routinely used by librarians -- such as index, database, bibliography, atlas, and almanac -- can be confusing or meaningless to your patrons, unless you provide some explanation or place them in context.

Slide 21

Proactively Seek Patrons' Questions

Many patrons hesitate to approach a reference librarian with their questions. Their reasons may include:

- The library user thinks he or she can find the information without help.
- Asking for help is viewed by the patron as an admission of ignorance.
- The person is too embarrassed by the subject to ask for help

Walk around the library--slowly. You may notice people wandering through the book stacks or using the catalog looking puzzled or confused.

Do not be afraid to approach such a patron. Using a phrase you are comfortable with, offer your assistance.

Sample questions/statements include:

- *Are you finding everything you need?*
- *Is there any way I can help you?*
- *I'm here if you decide you need some assistance.*
- *Please don't hesitate to ask me if you want a little help.*

Even if the person rejects your offer of help at that time, the fact you reached out when you perceived a need greatly improves the chances the patron will approach you later with a question.

The next slide will be quiz number two which will help you reflect on the information you have learned in Lesson 2.

Slide 22

Answer the questions in this quiz to move forward to the next lesson.

Slide 23

Lesson 3. Discovering the Information Need

People seldom clearly express their real information needs.

Sometimes patrons try to be helpful by asking questions in a way they think will help you answer their questions easily. They may believe if they can get a book on a subject, they can look up the answer themselves. This leads to broadly stated questions.

There is usually a more specific need behind a question such as, "Where is the Lesson on dogs?" or "Do you have a history of Italy?" Discovering that need will help you be more efficient and successful in assisting the patron. The specific piece of information called for might be best found in another source.

Patrons don't always know that information on a subject can be found in many different forms besides books, such as websites, magazines, videos, and microform.

Slide 24

Patrons may hesitate to express their information needs; the request may be highly personal, or the person may simply feel that it's none of your business.

Even when patrons are not reluctant to share their questions, they may be poorly equipped to articulate their requests because of:

- lack of education
- physical handicaps
- lack of understanding of the English language
- lack of knowledge of the subject

You need to tactfully convey the idea that your job requires you to discover a person's information need.

Try to communicate that the more information you have, the better you can find the best material to fill the request.

Slide 25

For a successful reference interview, find out the following :

What kind of information is needed?

-- *such as statistics, photographs, or a government report*

How much--or how little--information is needed?

-- *such as a dictionary definition, an article, or several books*

How will the information be used?

-- *examples might be a school report, business decision, or do-it-yourself project*

What degree of sophistication is required?

-- *examples might include highly technical information, adult recreational reading, or junior high school reading level*

How much time does the user wish to spend?

-- *such as a few minutes, several hours or days*

When is the information needed?

-- *such as immediately, by the end of the week, or whenever available*

Slide 26

Also helpful is the question:

Are there limitations on the format in which the information is usable?

For example, Can the patron easily access a microform reader? Is the patron hoping to show a video or other visual as part of a presentation? Is the patron hoping to obtain website addresses to follow up with?

Listening is the first step to getting the facts. Put aside other tasks and give the patron your full attention. Do not interrupt the patron while he or she is speaking.

Slide 27

Paraphrasing

Paraphrasing is a useful technique to help you understand what the patron said. When you paraphrase, you repeat what the patron said in your own words without adding any thoughts or questions of your own.

You act like a mirror of the patron's thoughts, showing the patron what the question "looks like" to you.

For example:

Your patron says, "I'm trying to find information on wild mushrooms. I've looked all over the place and haven't found what I want. I glanced at those books over there and they didn't help, and I'm still looking. I just can't seem to find what I need."

You can say, "You need some kind of information on wild mushrooms." Or "You're looking for information about wild mushrooms."

Paraphrasing has three outcomes.

- It reassures the patron you are listening to them.
- It reassures you that you have heard correctly.
- The patron has the opportunity to clarify or amplify their original request with more information.

Once it is clear you have heard them correctly, you can move on to other techniques to further clarify your patron's true information needs.

Slide 28

Open-ended questions.

The inquiry phase is the opportunity to learn more about the patron's request -- to conduct a conversation that will give you information needed to answer the question.

You can ask open-ended questions, which allows a patron to respond in his or her own words, expanding on the initial request with more information. Alternatively, you can ask closed questions, which require a short answer -- often "yes or no" or a choice from two or three options.

Examples of closed questions:

"Are you writing a paper for school?"

"Do you need this for a trip you are planning?"

Closed questions may not get you any closer to the patron's real need. You feel as if you have to keep guessing what the patron is doing. If you offer choices, the patron may choose one of them, even if that choice isn't what is needed. They may be trying to be agreeable or may think the choices represent all that is available.

When you offer leading questions, you are putting words in your patron's mouth and asking him or her to pick one of your choices. If you have not guessed right, you may never find out the real question.

Slide 29

It's much more efficient to invite the patron to talk to you about their information need by asking an open-ended question such as, "What kind of information on _____ are you looking for?"

Such a question, which requires more than a "yes" or "no" answer, is also known as probing -- digging beneath the initial request to determine the real information needed.

Using open-ended questions also saves you from having to know the topic. You have to know something about a subject in order to ask a leading question. With open-ended questions, you don't have to know anything about the subject. You just need to ask a question like, "Can you tell me more about that?"

Carefully study the open-ended questions on this slide before moving forward.

These questions can also be found in the downloadable attachment called “Types of Questions”.

Slide 30

Clarifying is a technique to use when you are further along in the reference interview.

Use clarifying questions later in the reference interview process and only when you need to nail down a particular point.

For example, you have discovered the patron wants population statistics for a neighboring state. Before you proceed, find out if they need only the most recent figures or statistics from previous years? Do they need the population of the entire state or for a select group? You can get to that information by using a clarifying question specifically asking for a particular bit of information.

Please review the clarifying questions on this slide. These questions can also be found in the downloadable attachment called “Types of Questions”.

The next slide will be Quiz #3 to help you reflect on the information you learned in Lesson 3.

Slide 31

Answer the questions in this quiz to move forward to the next lesson.

Slide 32

Lesson 4. Checking for Patron Satisfaction.

Verifying.

When you have the question clearly in mind and are ready to search for the answer, check one last time to be certain you have the patron's real question. This last check will verify that both you and the patron understand for what you will be searching.

Review the examples of questions verifying the patron's information need. These questions can also be found in the downloadable attachment called "Types of Questions".

Slide 33

How is verifying different from paraphrasing?

While the two are similar, paraphrasing is:

- generally not worded as a question;
- comes at an earlier step in the reference interview process; and
- is often followed by additional steps (such as open-ended questions) to learn more about the patron's information need.

In contrast, verifying is:

- asking for, or checking on, specific details of what is wanted;
- phrasing the request as a question; and is
- the last step of the reference interview.

Slide 34

Six pieces of evidence.

At the conclusion of a good reference interview, you should have six pieces of evidence. You can use paraphrasing, open-ended questions, clarifying and verifying to prompt patrons to volunteer this information. You might need to ask for some information directly (such as a deadline), but most information will come naturally during a good reference interview.

Purpose: Why is the information needed? What does the patron plan to do with it? Material needed for a term paper on Costa Rica will be very different from material needed for travel to Costa Rica.

Deadline: Is there a date after which the information no longer will be useful to the patron? Ask, "What is the last day we can provide this information and still meet your needs?" If they say, "As soon as possible," you may want to tell them the library always gets information for people as soon as possible and then repeat your original question. If the patron has a deadline, you need to know what it is in order to make a realistic commitment to provide the information.

Type and Amount: How much information is needed? In what form will it be most useful? Some material may be best understood as picture, chart, or video, or even in a different language.

Who: How knowledgeable is the patron on this subject -- an expert or a beginner? What information does the patron already have? A person asking for information about a disease might be a doctor, nurse, student, or patient. Each of these individuals will have different information needs.

Where: Where did the patron hear about this? What is the source? What prompted the question? If all else fails, you usually can contact the original source to find more information on a specific topic. This is especially true for new book requests and for requests generated by television or radio shows.

The Basic Question: What does the patron really want to know? If you don't understand, ask! Use your reference interviewing skills to get to the basic question.

Slide 35

The key to successful searching begins with understanding the question. Never hesitate to admit to the patron you don't understand. Most people will be glad to explain further.

You may need to start your search with a dictionary or encyclopedia for some basic background information or definitions. Once you know what the patron needs, you can begin the search.

- Think in broad terms about resources that might answer the question.
- Think about the reference tools you have on hand, including the Internet, as well as tools or sources outside your library.
- Don't overlook pamphlet files, government agencies, universities, or experts.
- Think about someone who might be knowledgeable about the subject.
- Make some phone calls to potential experts or sources of information.
- Consult with colleagues, to make sure you haven't overlooked an information source.

If you work in a small library, other librarians in your area may be able to suggest sources. A good way to reach these librarians is to join the online discussion group such as libidaho.

Slide 36

The following are examples of the approaches you might take in gathering the six pieces of evidence:

Example:

Suppose a patron asks for information on setting up an electric fence for livestock and your catalog has nothing under the subject heading "electric fences."

-- Broaden your search by looking for books on fences.

-- If you have no books in your collection on fences or the only book you have is on the history of fences, the next step is to explore other formats. How-to information is often found in magazine articles or pamphlets.

-- Check periodical indexes including the LIL databases for articles on electric fences.

-- Another approach would be to refer your patron to an expert or knowledgeable source; in this case, the County Extension Agent would be a logical expert to consult.

Slide 37

Try to think of more than one approach to finding the answer. Can the question be restated in a way that will help you locate the information? *For example, if a student is looking for a picture of a lion and your library does not have any books on lions or the big cats in general, try looking in books on Africa.*

If you are having difficulty identifying correct terms for the topic, use your imagination and your catalog (or a larger catalog such as WorldCat.org).

For example, imagine the perfect book on the subject you are interested in. What words might appear in the title?

-- A keyword search for a book title may turn up one or more good choices.

-- Then you can use the subject headings to either find more books on the topic or use them as index terms to search for articles in the LiLI databases or other indexes.

-- You can also identify subject headings by looking at books in your own collection and checking the back of the title page (the verso) for CIP (Cataloging in Publication) information. Subject headings are numbered with Arabic numbers (e.g., 1, 2, 3).

Slide 38

Here are 2 case studies to review and use the reference tools you have learned in this course.

Click on each study to read and reflect on ways in which the tools can lead you to the information your patron needs.

Once you have completed reading the case studies, advance to the next slide.

Slide 39

Case Study 1

A local reporter wants to know the amount of land in your county owned by the State of Idaho.

-- Begin by choosing the **Idaho Blue Book** -- a good place to locate general information on Idaho.

-- The index of the **Blue Book**, under "Land Ownership," refers you to a page listing both the land ownership and the percent of land ownership, statewide, broken down by type of owner (federal, state, private, etc.) but **not** by county.

-- However, a note at the bottom of the page tells you the source of the information: the Idaho Department of Commerce's publication, **County Profiles of Idaho**. You already know state agencies publish on the Web.

-- Since this is a state publication, your first step should be to check the Department of Commerce's web site to see if it is posted there.

<http://commerce.idaho.gov/>

-- Click on "Community Programs" tab.

-- Then click on "Community Demographics" then click on "View County Profiles" to get a list of all 44 counties, from which you can choose the one you need. The profile for your county will give a brief overview of its land ownership. Alternately, at the bottom of the list of counties, you will find two additional items, one of which is a "Summary of Land Ownership."

The summary will provide, in addition to other county land ownership information, a detailed description of what government agencies own land in each county.

The Department of Commerce distributes a print copy of **County Profiles** at no charge to any library that requests it. However, in comparison to its print counterpart, the online version may contain more current information and include information (eg., the "Summary of Land Ownership") not found in the print source.

Slide 40

Case Study 2

An older person remembers the collapse of a suspension bridge, which he thinks occurred in Washington State in the late 1930s. He wants to read about this bridge, but doesn't remember any other information about it.

There are several ways to search for the information. Start with the facts that you have. A quick check of the **Encyclopedia Americana** for suspension bridges refers you to the broader subject "Bridge." The

section on "Modern Bridges" includes information on suspension bridges with a subsection on the Tacoma Narrows Bridge Failure in 1940. This gives a brief summary of the facts.

You may decide to begin your search with sources other than an encyclopedia, or perhaps your encyclopedia doesn't have any information on this bridge. Undoubtedly there have been articles written about this event and possibly books too. What sources can you use to identify keywords and subject headings that will help you find information?

A search of WorldCat (LiLi-U) will give you a list of books and other items on this topic. What keywords should you use to find out what is available? Using the little information you have, you might try a keyword search for "suspension bridge Washington." This search will yield about 50 items if you limit your search to Idaho libraries, but over 500 if you search the entire WorldCat database.

Slide 41

Scrolling through the ten items on the first screen will show you that this was the Tacoma Narrows Bridge and the failure occurred on Nov. 7, 1940. Looking at two or three of the records will give you some subject headings (descriptors) to use for a more defined search. Two promising subject headings are: "Bridge failures - Washington (State) – Tacoma Narrows" and "Tacoma Narrows Bridge (Tacoma, Wash.)." A subject search for Tacoma Narrows Bridge, limited to books, will reveal around 50 titles. Scanning these titles will also tell you that the bridge was nicknamed "Galloping Gertie."

With some searches, using a variety of synonyms can be helpful. While that may not be as necessary in this particular search, note as you progress through the sources you will come across several descriptive words for this event: collapse, failure, and disaster are a few that could be used for a narrower search. By mentally and physically reviewing all your resources in this manner, your patron should leave the library a satisfied customer, regardless of the size of your collection.

With the additional information you can check your catalog for books on the subject as well as helping your patron identify books in WorldCat (LiLi-U) that he might want to borrow through Interlibrary loan. Many of the titles in WorldCat (LiLi-U) appear to be technical reports and may be too detailed if your patron is only looking for general information. If you have not previously determined the level of information desired, this is the time to clarify what is needed.

Slide 42

Your next step might be to look for articles on this subject. One method is to look for more recent articles by going to the LiLi.org periodical databases. Be sure to check with your patron to find out if he wants recent articles discussing this event or articles published at the time it occurred. The latter may need to be ordered through interlibrary loan unless your collection contains these older periodicals.

A search in the database may yield more than 1,000 articles using the phrase "Tacoma Narrows Bridge", even when limiting the search to full text of articles. Many of these articles refer to a new bridge, but several also have information about the collapse of the first bridge. If you want to be more specific, you can use other terms to narrow your search.

Searching the Internet is another logical step. A search in Google for "Tacoma Narrows Bridge" collapse pulls up several good sites including pictures.

Slide 43

Don't assume you have fully answered the patron's question until you ask the follow-up question.

After you have provided the information you think will answer the question, *a/ways* ask follow-up questions, such as:

"Does this completely answer your question?"

"Do you have everything you need?"

"Is there anything else I can help you find?"

You may phrase it differently, however give your patron the chance to tell you if the information was not what was needed.

Reference studies have shown that library workers who ask the specific follow-up question, "Does this completely answer your question?" meet their patrons' needs most often.

Slide 44

- If you are going to continue to work on a question, make sure you do three things:
- Let the patron know who you are in case they want to contact you.
- Get the patron's name and phone number, repeating the spelling and number.
- Give the patron a realistic idea of when you might be calling back. Some patrons may expect a call back soon and some might be willing to wait. Establish a definite time when the patron is available and expecting you to call back.

Be sure to ask a follow-up question as part of every reference transaction.

The next slide will be Quiz #4 to help you reflect on the information you learned in Lesson 4.

Slide 45

Answer the questions in this quiz to move forward to the final quiz.

Slide 46

This course has taken you through the basics of reference service. You are now ready to greet your patrons with confidence and competence! As a brief review, here are . . .

Some General Rules for Reference Work

- Smile!
- There are times when the information needed is not in your library. When this happens, either offer to try to get the information for the patron or refer the patron to another library, an appropriate agency or organization, or other expert reference source. You may need to make a phone call or two to verify the best source for your patron to consult.
- When answering a question, always give the patron the name of the source where you found the information.
- Always look up the answer. Don't reply off the top of your head - it's too easy to be wrong. For example, when asked for the spelling of a word, always check the dictionary, even though you think you know how to spell it.
- Don't use the "sit and point" method. Get up and take the patron to the book, or bring the book to the patron.
- Be as accurate and objective as possible. If you can, check facts in more than one place, and if there is a conflict, explain what you found and where. Share any information about the sources you can, but let the patron decide which is correct.
- Always be helpful, courteous, and sympathetic.
- Respect the privacy of the patron. We have a duty to keep reference transactions confidential.

The next slide will be the final quiz for the Reference Interview Module. Once you complete your quiz with 80% or better, you will be directed to a final course survey and an opportunity to print your personalized "Certificate of Completion."

Slide 47

This is the final quiz in this module.

A score of 80% or better will allow you to move forward to the lesson evaluation and printing of your personalized certificate. Click the advance button to go to the next slide.

If your score is less than 80% you may
-- retake the quiz to get a better score
-- or click the advance button to take you back to the lessons to review the information.

Slide 48

Click on the link to access the course survey and certificate. Completing this examination with an 80% or better score, will allow you to print a personalized Certificate of Completion which you may print for your continuing education files.

Thank you for taking the Reference Interview course.