

Agenda for 2016 Libraries Building Communities

Purpose: Provide a venue for library project teams to connect, create and communicate.

Outcomes:

1. Knowledge of specific, practical steps for building community.
2. Network of partners for problem-solving and support.
3. Road map for a community action project with identifiable goals, outcomes and evaluation measures.

April 27, 2016 - Nampa Public Library

8:30 am – Registration
9:00 am – Getting Started
9:30 am -- Why This Project?
Community
Networks
10:30 am - Break
10:45 am - Partnerships
Persona
12 Noon -- Working Lunch - Finish and post persona
1:00 pm -- Talking Points
1:40 pm -- Community Engagement Plan
2:40 pm -- Break
2:50 pm -- Roles
3:15 pm -- Session Review / Homework
3:30 pm -- End

April 28, 2016 - Caldwell Public Library

9:00 am – Evaluation / Benchmarks / Timeline
10:30 am – Break
10:45 am -- Project Reviews - Plus Delta and Celebration
12:00 pm -- End



Activity: Why are you doing this project?

1. How will the project impact the target audience?
2. The mission and vision of the library?
3. The greater community?
4. The staff?
5. The library's presence in the community?
6. Funders and taxpayers?



Community

Creating and sustaining **community** is not without cost. The price is looking into the face of everyone you meet and saying “hello” as if you mean it.

You have to pay attention to more than just your own stuff, your own needs, your own dreams, your own successes and failures, your own personal and professional space.

- ✓ It means compromise.
- ✓ It means a loss of privacy; your pain is known; your joy is known; your self is known.
- ✓ It means that sometimes you are not going to win, because winning is not the focus.

Community is the created family, the village without xenophobia, the "us and us" of public life, a constant reunion of the practical, and the spiritual.

Community is the hello to everyone, the gift that is on the recipient’s terms, the shared work, forgiveness, and celebration.



Five Rules for Building Community Relationships

- A network is an array of useful relationships.
- Networking is the art of exchanging useful ideas and information among individuals for mutual benefit.
- Network building is the art of designing, building, and maintaining these networks of relationships.

The Five Rules of Networking:

1. Be Useful to others on their terms and allow them to be useful to you.
2. Don't Be Boring. Abstain from providing too much data, from exploiting people, and from not letting people be useful to you.
3. Listen. Think about what the other person is saying, not what you are going to say. Seek out people with whom you don't agree; listen to them.
4. Ask Questions and plan to be surprised by the answer.
5. Play the Wild Card! The least likely person can have the answer to your question and you can be useful to the least likely person.

*A weaver is someone who sees patterns and makes connections,
and then creates their own patterns.*

Activity: Tell a Community Story



Networks

Who is in Your Networks?

Personal Networks: Relatives, friends, neighbors, parents of your children’s friends, tradespersons and service people (doctor, dry cleaner, cobbler, baker, yoga instructor, dog walker, gardener, housesitter), teachers, high school and college friends, fellow hobbyists, hobby and sports clubs members, friends from personal religious and political activities.

Professional Networks: Colleagues at current and previous jobs, your peers at government, nonprofit and private sector institutions, members of the media, other librarians, managers, clergy, private citizens, academics, members of think tanks, property owners, ranchers, developers, farmers, business owners, and degreed professionals.

Types of Networks

Networks of Geography: Neighbors, roommates, people who work down the hall or in the same building or on the same campus or on the same block or on the same street. The people who live in the neighborhood of your workplace, or in your town, county, state, region, country.

Networks of Intention: Elected and appointed officials, members of task forces and community groups, members of citizens’ groups, members of political parties, members of movements and action committees.

Networks of Interest: Members of professional associations, clubs and conferences, people who subscribe and read the same magazines and play the same sports, people with children the same age, people with the same disease, people who have lived through the same difficult experience.

Networks of World View: Followers of the same guru, practitioners of the same religion or spiritual path, people who speak the same language or who identify with the same ethnic group, people whose families came from the same part of the world, people who share your philosophy concerning politics, education, or the supremacy of the Chicago Cubs.

And how about... Salespeople, police officers, receptionists and secretaries, postal carriers, kids, the person in front of you in line at the grocery store, the person next to you on the plane or bus, your waitperson, your worst enemy, your best friend, your childhood crush.



The people most overlooked: Your parents, people who you don't like, people who you are in awe of, people who you don't know, people who you were told about years ago, people who make less money than you or who don't have your education or credentials, and those with superior money, education, and credentials.

The people we tend to exclude: The Others: people who you perceive are on the other side of important issues, people who vote differently than you do, people who have different ideas about: abortion, public school curricula, birth control, freedom of speech, sex, gun control, capital punishment, cats, trade laws, books, vitamins, music, how to raise children, taxes, the role of women, the Internet, the role of men, the United Nations, hunting, and nuclear power. And, people who live in the wrong city or state, people with the wrong religious ideas, people who work for the wrong employers, people who eat the wrong things, people who disagree with us. People are obviously just wrong.



Activity: Networking

Map out links between different community networks.

1. Each team member places on individual sticky notes all the “connections” they have -- work, personal and community.
2. On the wall -- the person puts their name in a circle on their team and then places the stakeholder sticky notes on the wall.
3. Draw lines to indicate connections. The connections might represent people involved with both networks or it could be a formal relationship between the networks, like a committee member that is also a member of a local faith-based group or a local parent teacher organization.
4. Review your team’s overall network and organize stakeholders into the following categories:
 - **Already or easily engaged:** These are groups that are likely to require little effort to get participation.
 - **Interested but will take some work:** These are groups where there is likely interest in your project, but that will take targeted outreach for them to participate.
 - **Not sure of interest:** These are groups for whom you just aren’t sure about their level of interest in your project. You’ll have to spend some time up front to gauge their interest and how best to get them to participate.
 - **Skeptical or hostile:** While these groups are often seen as opponents, it can be helpful to explore their key issues early on, which will then help you learn the best ways to engage them and be prepared for their concerns regarding the project.

You can do this exercise by writing each of your stakeholders on a sticky note and then placing each note in one of the categories described above.

Discuss observations. Overlapping? Strengths? Gaps?



Partnerships

Best Practices

- The most successful partnerships are ones that share the vision and goals.
- It cannot be over emphasized how important it is to establish personal relationships. There is no substitute for meeting face-to-face with potential business personnel to see if they share the vision and to determine if areas of infrastructure and expertise correctly align. In addition to face-to-face meeting, it is important to constantly keep in touch, making follow-up phone calls and sending letters. Nurturing the partnership is the key. And nurturing sometimes requires persistence.
- The goals of the partnership must be clearly communicated. What do we want to accomplish? What are the metrics? How is the corporate investment going to be measured? What are the expected outcomes?

Memorandum of Understanding

A Memorandum of Understanding (MOU) is a quick and easy way for two parties to acknowledgement agreement upon a policy, transaction, or relationship without creating a contract that is legally binding.

It does outline the relationship between the parties, expectations and timelines. Should be signed by both parties



Activity: Benefits and Challenges of Local Partnerships

Instructions: Think about a partnership you will need for this project. Take a few minutes to answer the questions below individually.

Share your responses and experiences with your small group. Identify the similarities and differences in your experiences.

1. Who is a potential partner?
2. Why did you choose this partner?
3. How did you identify/establish contact with this partner?
4. What are the goals/objectives of the partnership?
5. What are the positive aspects of this partnership?
6. What might the challenges of this partnership?
7. What has the partnership accomplished?
8. How/What would you change in the future?



The Target Audience: A Persona

<http://www.tronviggroup.com/customer-personas-what-sally-can-show-you/>

A persona is a mental model—an imaginary person with a name, history, and story who has a way of doing things. A detailed persona will allow you to step over to the persona’s view and see your library services from his/her perspective. A persona can function almost like another person in the room when making a decision—It is “Sally.” She looks at what you’re doing from her particular and very specific vantage point, and points out flaws and benefits for her.

What makes a good persona?

In order to create a good customer persona you have to really get into his/her head. It’s a little like method acting and getting into character.

What will Sally think? How is this thing we want to do meeting HER needs? Real life consumer insight is critical, but even asking the right questions at this early stage can be difficult without first trying to see as the customer sees, speak as she speaks, fear as she fears.

It takes concentrated effort and willing participants to create a good persona. Sometimes the process can be frustrating: *“What purpose do all these personal details serve?”* or *“How are Sally’s fears relevant to our communication efforts?”*

Functions of a good persona:

- Specificity is a good way to push the process deep enough to facilitate genuine understanding of the thoughts, feelings, and behaviors of your customers.
- Find previously undetected tactical opportunities for the product, service, or institution.
- Help you ask better questions which, in turn, help you pre-test ideas or products. Personas will help you plan better, think better, and thus save you money.

Before launching a new project, it’s important to identify and profile specific audiences to target. This level of strategy and information is essential in choosing the most effective ways to communicate and create action with your audience. Below, are some general steps and points to consider as you create and utilize your persona.

1. Define ideal persona
2. Identify persona’s wants and needs
3. Create actual persona snapshot
4. Create messaging concepts for your persona
5. Determine where he/she spends their time
6. Develop channels and tactics for your persona



Step 1: Define ideal persona

1. What are your target's demographic attributes? Age? Income? Gender?
2. What is their stage of life or life situation? Retiree? College student? Parent of young children? Blue-collar worker?
3. Based on answer above, what types of products/services matter to them now? In the near future?

Step 2: Identify persona's wants and needs

1. What perspective of your product/service do they have before noticing your organization?
2. Where do they get information? Who are their influencers?
3. What is your value proposition that meets their needs and frustrations?
4. How is this different from your competitors? Why does the difference matter to them?

Step 3: Create actual consumer snapshot



Shopper Sherry

She likes to shop at consignment stores on the island and will sometimes ask friends from Jacksonville to join her. She is comfortable using mobile technology and would like to receive coupons and info on sales and new items. She may not be fully aware with the overall Barnabas mission, but would likely respond positively if given such information.

Step 4: Create messaging concepts for your persona

Develop words and ideas that appeal to, resonate with and create action in this audience. The ideas you develop at this stage can become the underlying themes and starting points for your communication materials and campaigns. Based on these concepts, you may develop ad headlines, email subject lines, talking points for your sales team, blog articles, etc. Most importantly, this stage gets you thinking about how should you position and describe your solution to THIS persona? These messages should be:

- Clear — a confusing message gets lost
- True — your company must be able to back up the solution
- Important — to break through the clutter, your message must be important to your buyer



Step 5: Determine where he/she spends their time

Let’s consider all lifestyle activities and communication channels frequented and used by your buyer. Those channels associated more directly with your product/service are vital, but don’t neglect less obvious segments, which can offer less competition for attention. Channels can include:

- Television stations
- Radio stations
- Newspapers (on and offline)
- Magazines (on and offline)
- Websites
- Shopping stores or malls
- Parks
- Schools
- Community centers
- Local events or festivals
- Restaurants
- Social media (Facebook, Pinterest, Twitter)
- Email

Step 6: Develop channels and tactics for your persona

Now let’s put it all together and develop the channels and tactics to reach out and ENGAGE our target audience. What are the activities, events, and/or materials—to be used in your selected channels—that will most effectively carry your message to the intended audiences? In choosing these, you should consider:

- Appropriateness to audience, goal, and message
- Relevance to desired outcomes
- Timing
- Costs/Resources
- Environment—geographic considerations

Don’t forget, you should create each tactic with visuals and words aimed at wants/needs from Step 2. You’ll have to insert your own specific communication channels and types of tactics you can use to reach your persona, but here’s a sample list of channels and tactics.

Channels

- Facebook, Pinterest, Twitter
- Website
- Email
- Newspaper
- Direct mail
- Mobile
- In-store
- Events

Tactics

- FB posts with pics (direct to web landing page)
- Newspaper articles
- News Releases
- Blog articles with pics
- SEO
- Ads (traditional and social media)
- Presentation materials
- Posters



Activity: The Persona: A real human being

1. Exact age/gender/name.
2. Family status: Whom they live with and, if applicable, are responsible for.
3. Occupation or school status: What they “have” to do.
4. Exact level of formal education.
5. Exact income: earned, retired, etc.
6. Exact home address: zip code, neighborhood, type of abode,
7. Socioeconomic status: working class, trust fund “baby”, working poor.
8. Any health, cognitive or physical mobility issues.



9. Cultural markers: ethnicity, language, place of birth, identity.
10. Lifestyle: What they do for fun.
11. What are four typical problems they are trying to solve in their lives?
12. How could the library help them solve these problems?
13. Where and how do they learn what do with their time and money?
14. How could the library reach them with different media? What choices do you have?
15. How will you involve the target audience in the communication process?



Activity: “PARKING LOT SPEECH”

One of the main areas of focus this week is creating your library’s story and having it readily available to use as needed and appropriate. As part of your “homework” this week you will write your “parking lot speech” (you know: the quick, ready-to-give conversation you can share when you bump into that important target audience in the parking lot or in an elevator!).

Use the question below to guide your thoughts. Then, **practice this speech on at least two people and have them share their thoughts or ideas using the questions on the evaluator’s page.**

The main thing I want to say is:
(25 words or less)

Write or type your response here

Three key supporting points are:
(anecdotes or data):

Write or type your response here

What I am advocating for is important to the residents of our community because:

Write or type your response here

The library (or our community) needs you to:
(the call to action)

Write or type your response here

Now, write your “Parking Lot Speech”:



EVALUATOR'S FEEDBACK:

One of the main areas of focus this week is creating your library's story and having it readily available to use as needed and appropriate. As part of your "homework" this

Evaluator

Write or type your response here

What did your evaluator think worked well in your speech?

Write or type your response here

What did your evaluator think could have been changed?

Write or type your response here

Other Comments?

Write or type your response here

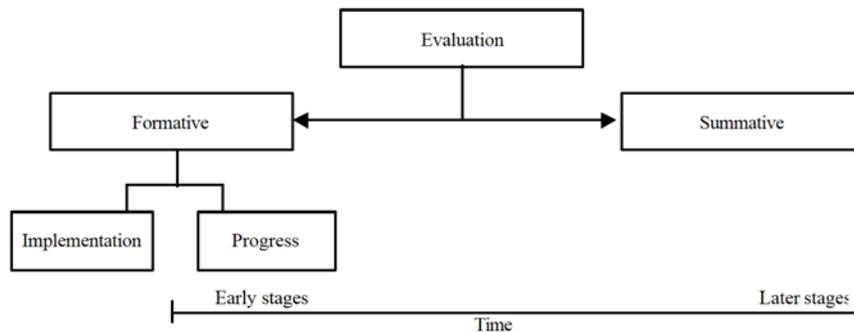


Activity: Community Engagement Plan

Getting the Word Out!	
Complete the following:	
Choose a library service that relates to a need in your target group	
Develop a message that connects with the community's needs, interests, or situation.	
Determine how, where and when you will reach the community with this message	



Evaluation



Formative Evaluation: begins during project development and continues throughout the life of the project. Its intent is to assess ongoing project activities and provide information to monitor and improve the project. It is done at several points through the life of the project. According to evaluation theorist Bob Stake, “When the cook tastes the soup, that’s formative; When the guests taste the soup, that’s summative.” Formative evaluation has two components: implementation evaluation and progress evaluation.

Implementation Evaluation: to assess whether the project is being conducted as planned. A series of implementation questions guides an implementation evaluation. Formative evaluation assesses ongoing project activities.

Progress Evaluation. To assess progress in meeting the goals of the program and the project. Involves collecting information to learn whether or not the benchmarks of the participant progress were met and to point out unexpected development. Data collected can also contribute to or form the basis for a summative evaluation. Most vital during the early stages.

Summative Evaluation: to assess a mature project’s success in reaching its stated goals. Also referred to as the outcome evaluation and addresses similar questions as a progress evaluation. Collects information about outcomes and related processes, strategies and activities that have been utilized during the implementation. It is important to consider unanticipated outcomes.

From 2002 User Friendly Evaluation Handbook:

<http://www.nsf.gov/pubs/2002/nsf02057/nsf02057.pdf>

How to Design Successful Evaluation and Assessment Plans from Free Management Library

<http://managementhelp.org/evaluation/#anchor63688> for more resources



Activity: How will you know the project is a success: benchmarks, results, measurements, and stories?

Review the benchmarks. What kind of benchmarks could you write for your project?

It's a year from now. How would you describe the time and money spent on this project versus the number of people impacted, if you had to stand in front of your community and justify the cost versus the outcomes?

How many people will be impacted at what cost?

Do you figure in the wages and salaries of employees at all levels when you decide the cost of a project?

What evidence will you have that this was worth the effort for the target audience, the library, the greater community, etc.?



Examples of Internal Benchmarks, etc.

Descriptive benchmarks are often anecdotal and refer to what we can see and hear.

Library users are heard complimenting the new library building.

Students are seen using the library after school hours.

Measurable benchmarks are written down and based on numbers.

New library card sign-ups have increased 12% for the entire community.

Requests for computer access among non-cardholders are up 23% this week.

Strategic benchmarks are about the goals and mission/vision in the strategic plan.

The new library is reaching previously underserved populations.

The new library is catalyzing information projects at the school district.

Examples of External Benchmarks, etc.

Descriptive benchmarks are often anecdotal and refer to what we can see and hear.

Participants in the library's community project:

- ✓ Have improved their English skills.
- ✓ Are reporting more success in school

Measurable benchmarks are written down and based on numbers.

Reported communicable diseases have diminished by 23%.

Increase in new businesses: 23%.

Increase in successful new businesses: 22%

Unemployment is down 11%.

Strategic benchmarks are about the goals and mission/vision in the strategic plan, of the greater community, not just the library.

The town is the most prosperous community in Idaho.

The town attracts resident artists from all over the world.

The town is a safe place for families and retirees.



Activity: Questions to Consider in the Design of Evaluations

Adapted with permission from "Field Guide to Consulting and Organizational Development"
<http://www.authenticityconsulting.com>

1. Who are the primary audiences?
2. What are the primary purposes?
3. What questions must be answered?
4. What types of information are needed?
5. From what sources should the information be collected?
6. What are the best methods to collect the information?
7. What context-sensitive considerations must be made?
8. What is the best timing for getting the information?
9. Who should collect the information?
10. How will you analyze the information?
11. How will you make interpretations and conclusions?
12. How will you report the information?
13. Should you test your evaluation and assessment plans?
14. What ethical considerations must be made?



Evaluation	
Identify how you will measure success	
Surveys	
Data Gathering	
Participation Numbers	



TIMELINE with CHECKPOINTS

What is the timeline, and who is in charge of what, when? What are the checkpoints to determine that progress is being? Start at the end of the project and move to the current time by significant checkpoints.

Checkpoints

Checkpoints determine if a project is on track and communicate possible problems so that other work is not compromised. It means that project team members are not allowed to wait until the last minute to finish the bulk of the work.

Checkpoints:

1. Create the timeline for the project.
2. Require specific information, not just “everything is fine.”
3. Require at least one default, if it is not met.
4. Prevents the project leadership from relying on one person or resource.
5. Are created in the planning session.
6. Help guarantee communication among team members.
7. Reduce negative emotions.
8. Anticipate unexpected problems.
9. Assume that everyone makes mistakes.
10. Are set to allow for enough time to fix mistakes and change course.



A timeline is typically divided into activities, each ending with a milestone. Develop a timeline that shows how the time resource will be allocated. Estimate how long each will take, and determine the order in which the tasks need to be done.

Task/Timeline Chart

It is useful to develop a Task/Timeline Chart. The following figure illustrates a project to be carried out over a period of five days. The project consists of five tasks that are to be done sequentially. Thus, Task 1 is to be done on Day 1, Task 2 on Day 2, and so on.

	Day 1	Day 2	Day 3	Day 4	Day 5
Task 1	XXXX				
Task 2		XXXX			
Task 3			XXXX		
Task 4				XXXX	
Task 5					XXXX

The next example shows a project in which some of the tasks can be overlapped. Notice the column that contains the estimate of the total time for each task. The total project is scheduled to be completed in seven days.

	Length of task	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Task 1	2 days	██████████						
Task 2								
Task 2.1	1 day			██████████				
Task 2.2	1 day				██████████			
Task 3	1 day						██████████	
Task 4	1 day						██████████	
Slippage	1 day							██████████

The next three figures are a timeline for a three-person team. Part of the time the team members are working together, and part of the time they work individually. Notice that each team member has an individual task/timeline. If one team member fails to complete a critical task on time, the whole project will fail to be completed on time.

	A	B	C	D	E	F	G	H	I
1	Team Leader and Hypermedia Stack Designer								
2			Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
3	Task 1	Whole team planning	XXXX						
4	Task 2	Design the stack		XXXX	XXXX	XXXX			
5	Task 3	Whole team puts pieces together					XXXX		
6	Task 4	Whole team polishes final product						XXXX	XXXX

	A	B	C	D	E	F	G	H	I
1	Project Writer								
2			Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
3	Task 1	Whole team planning	XXXX						
4	Task 2	Research		XXXX					
5	Task 3	Write			XXXX	XXXX			
6	Task 4	Whole team puts pieces together					XXXX		
7	Task 5	Whole team polishes final product						XXXX	XXXX

	A	B	C	D	E	F	G	H	I
1	Project Graphics and Sound Artist								
2			Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
3	Task 1	Whole team planning	XXXX						
4	Task 2	Research		XXXX					
5	Task 3	Create art & sound			XXXX	XXXX			
6	Task 4	Whole team puts pieces together					XXXX		
7	Task 5	Whole team polishes final product						XXXX	XXXX

e.



Activity: Timeline

A milestone is a clearly defined measure of accomplishment of a task or sub task. We will illustrate milestones using a simple ICT-assisted PBL example. Suppose that the whole class is engaged in a project to develop a newsletter in which each student will write a short article and there will be a picture of each student included with his/her article. The overall project might be envisioned as follows.

Task	Milestone



Appendix - Project Planning Worksheet

Project Title: _____

What are we doing? (brief explanation)

We do what? _____

For whom? (who benefits?) _____

For what purpose or outcome? _____

How will it be done? (briefly describe the kind of activities that will take place):

What does success look like? _____

How will we know we are "done"? _____

Is there are time/date by which this needs to take place? _____

What staff will be involved? _____

What do we need to know/identify/learn to put together a plan? _____



