

Community Building Workshop Resource Packet

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Community Building Workshop Objectives

- Learn how to use tools for community engagement to build and collaborate with community partners to provide enhanced services to identified target groups.
- Learn techniques for conducting community leader interviews out and .
- Develop an action plan for providing enhanced services to identified community target groups.

What do you need to get out of today's workshop?

Make a list of what you hope to get out of the day.

1.

2.

3.

4.

5.



Part I: Basics of Community Building

“... haunted by an ever-present longing for community ...
an irresistible need for communication with each other.”

-William H. Willimon and Thomas H. Naylor, *The Abandoned Generation: Rethinking Higher Education*

A **community** is a place where people are seriously concerned about each other's well-being and act on those feelings. On the other hand, a **village or tribe** is where everyone is concerned first about who are *them* (outsiders), and who are *us* (insiders), before they decide who deserves a smile and a hand.

A **civilization** is a place that creates safety for the stranger, with a minimum of meaningful, fair-handed rules, grounded in reality. Civil order keeps community from turning into ugly villages and individuals from burning out while trying to help each other. Civil order creates a workplace where boundaries are respected, and work gets done. A foundation of civilization helps grow villages beyond their limits and into communities. Civilization is sometimes counter-intuitive; it keeps our instinctive responses from turning into bigotry. On the other hand, a **bureaucracy** is a place where the rules become the goals.

Community is where the expectation is that if something is needed, someone can be found who will have the right answer. In community, we feel resourceful. It is where generosity is taken for granted and the sweetness of ordinary obligation provides structure and meaning. A community takes up the worst of the burdens of life on its own shoulders.

Community is where success is measured by different criteria from that of the bottom line. The corporate model can be a dangerous model to use in the public and nonprofit sectors; it can distract participants from truths that can't be counted.

Community moves at the speed of heartbeat and breath, of that of a slow stroll through a rose garden. It stops to feed the birds, pick up trash, close an open gate, and pull a blanket over the shoulders of a sleeping child. It stops, and asks, “How are you,” over and over again, and never gets tired of hearing the same stories, over and over again.

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 and putting up with the mediocrity of the crowd, sometimes. 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 you have given up winning.

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.**



Strategies

Internal

1. Everyone in your library has “internal and external community-building” as part of their job description. Everyone.
2. No one ever gets “punished” for going outside whatever boundaries are set regarding whom the organization is “speaking to” or which organizations are on the “acceptable” list.
3. Even regarding an organization with which you can’t possibly work, find one person with whom you can have a reciprocal relationship.
4. Even with a person with whom you can’t possibly do business, find one facet of that person which you have in common and about which you can chat at length, even if it is something that is not very important.
5. Play “what if” a lot. Be willing to dream out loud about possibilities all the time and with everyone, even if only the tiniest percentage ever comes to fruition.
6. If you are in a leadership position, give your staff more and more important work to do, so they can feel like full community-builders in the mission of the library. Assume your job is to grow leaders and to coax the genius out of all of the people with whom you work.
7. Keep a permanent personal and professional database. Find ways to keep in touch with people and invest in your relationships with them.

External

1. A network is an array of useful relationships.
2. The art of networking is the art of exchanging useful ideas and information among individuals for mutual benefit.
3. The art of network building is the art of designing, building, and maintaining these networks of relationships.

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 loading others down with too much data, from exploiting them, and from not letting them 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.



Creating Community

1. Each time you host a program about community, invite everyone you can. Keep asking whom you have forgotten.
2. Each person in the room will know more than you do more about some aspect of the subject. Create opportunities for everyone to speak, not just the leadership or people with formal credentials, education and experience. Everyone.
3. Create opportunities for participants to speak to and help each other. Everyone.
4. Encourage different community members to run the presentations each time. Do not allow community to be limited to one committee or department.
5. If you leave the meeting room and people don't notice, you have done a successful job eliciting community.
6. Human beings have many facets. The more facets that can be touched and engaged in thought, word and deed by other people, the more likely that there will be the creation of community.
7. People need overwhelming meaning in their lives, but that in itself might not be enough to create a community that can sustain itself. Otherwise, there is only one connection, albeit large, with other people, and the community is likely to be more like a cult or despotism. This is the great danger and contradiction of single-minded community causes.
8. There must be a high level of reciprocity among the participants.
9. Community requires a higher degree of public life, where people are willing to talk with each other and reveal themselves to each other. For some people, community makes them feel naked. Not everyone needs the same level of disclosure, however.



10. Community is built in the informal more than in the formal.
11. Ritual and structure can strengthen community, but they are not, in themselves, community.
12. Community is built on the daily actions of most participants.
13. You know each other's stories and act on that knowledge.
14. Community does not have to be based on proximity. Scholars and merchants, e.g., have shared virtual communities for centuries before there was an Internet.
15. After "you are one of us," something more must happen.
16. Community is tested in crisis.
17. Workplace communities are fragile, because of the realities of the marketplace. However, friendships can help sustain community.
18. Community is how people interact when they don't have to.
19. Community is modeled by the leadership every day and with every person. A good "politician" runs for office every day.
20. Communities have hierarchies, but the more ways that every person has the opportunity to lead, has status, has been seen as a peer of the top people, has been a top person in some facet of life, etc., the more likely the community will survive.
21. A group where one person pays the bills is not a community. Allocation of resources impacts community-building. In library communities, this means being careful of having one small group of prosperous or assertive people with a financial stake in a project, such as the building or foundation.
22. Community dies when more than a very few people are not giving. The danger comes much sooner than most people think.



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: 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.



The Two Sets of *Contradictory* Community Rules: Maintaining Positive Performance

If you are **sending** a message:

Behavior has **consequences**. You do your best to present information in such a way as to make it as easy as possible for the other person to say “yes”. The response is the measure of the success of your message. You take responsibility for the details of your behavior and the responses of others (within reason).

What is difficult about being responsible for the details of your own behavior and it impacts others?

If you are **receiving** a message:

You make **choices** as to how you interpret behavior and respond to another person. You can choose to give other people the benefit of the doubt and assume their intentions are positive or, at the very least, make sense to them as beneficial. You describe behavior with neutral words, because you know you cannot read another person’s mind. Describing behavior reduces your own emotionality and gives you greater influence over other people’s behavior.

What is difficult about choosing your response to other people’s behaviors and describing their behaviors’ neutrally?



Where is Your Source of Control? *Inside You or Outside You?*

Internal Locus (Point of Control)

- I am responsible for my choices.
- I can learn to choose how I respond to life, including the behavior of other people.
- I can find out how to get what I want.
- Success is knowable and replicable.
- I can create and execute a plan.
- I set goals for the future, learn from the past and take action today.
- I can learn new behavior.

External Locus (Point of Control)

- I am not responsible for my life.
- Other people and situations create my life.
- I am not responsible for my behavior, including my responses to other people.
- I will never know how to get what I want.
- Success is a magical accident.
- I react instead of plan.
- I only know the present and the past, not the future.
- I don't believe I can learn new behaviors.



The Importance of Precision

Respect, and other words that have no meaning

One skill that can ensure effective communication is the ability to talk about specific behavior in a precise manner. For example, many people who are unhappy about how they are being treated by their supervisors will say they want “respect”. By using the word “respect”, they are not giving the other party specific information. Here are some specific requests for “respectful” behavior.

1. “I want you to address me by my name, instead of ‘Hey you!’”
2. “I want to be introduced to visitors to the library.”
3. “I want to be invited to budget meetings at least once a month.”
4. “I want to have your attention without your interrupting our conversations in your office to take phone calls.”
5. “I want you to let me finish my sentences.”
6. “I want to see some of my ideas implemented or know the reasons why they not being used.”
7. “I want to be included in decision-making that affects my job.”
8. “I want to be *asked* to stay late, not told.”
9. “I want the rules to apply to everyone in the library equally.”
10. “I want you to be quiet and look at me when I am giving presentations in team meetings.”
11. “I want a turn running staff meetings.”
12. “I want you to give me criticism about my work in private, not in front of my team members.”
13. “I want you to say hello to me every day.”
14. “I want to be given more difficult projects.”



Sensory–Specific Details

Pick an intangible “attitude” for your small group to work on that you want someone to demonstrate in a workplace such as:

- Good work ethic
- Service-oriented
- Professional
- Team-oriented
- Leadership
- Work-appropriate
- Supportive

Please describe how *exactly* a library employee might demonstrate that would indicate to the average observer this attitude. For example, if you wanted someone to demonstrate that he or she was a leader, you might ask them to volunteer to run for office in the state library association or medical library association chapter.

Each person should write at least five examples, and then compare and discuss with your small group members what you wrote.

The behavior should be based on something you could see or hear, not what the person thinks or feels.



Nonverbal Standards for Personal Influence

1. The expression on your face, do you...
 - a. Smile with your whole face, just your mouth, or rarely.
 - b. Have a smooth or furrowed brow.
 - c. Have a face that is expressive (moving), or blank and still.
 - d. Look positive: happy, confident, or negative: frowning, squinting.
 - e. Look the person in the face and maintain eye contact, if appropriate.
2. Sitting posture, do you...
 - a. Lean slightly forward, totally erect, or slouched backward.
 - b. Turn your shoulders towards or away from the other person.
 - c. Sit mostly still, or shift in your chair continually.
3. Standing posture, do you...
 - a. Lean slightly forward, totally erect, or slouched
 - b. Turn towards or away from the other person
 - c. Stand mostly still, or shift your weight and move constantly.
4. Hand gestures, do you...
 - a. Use some hand gestures, never gesture, or gesture wildly
 - b. Point at the person.
 - c. Sit mostly still, or move your hands constantly.
5. Do you focus on your task, rather than the person in front of you.



Words That Work

1. Replace, "Yes, but..." with "Yes, and..."
2. Replace, "I don't know." with "Let me find out."
3. Replace, "I can't." with "What I can do is..."
4. Replace, "We can't do that." with "What I can do is..."
5. Replace, "We can't do that." with "Here is the address and phone number of the agency that offers that service."
6. Replace, "You make me feel." with "I feel..."
7. Replace, "You must..." with "Would you please..."
8. Replace, "I will help you in a minute" with "I will be finished with this person in ten minutes. Would you like to wait, come back, find help at another desk, or have me call you after a specific length of time?"
9. Replace, "I will try" with the smaller, specific thing you will actually do.
10. Replace, "You are wrong." with, "This is the information I have, and here is the document I am using as my source. Please tell me more about what you know, so I can better understand your perspective."
11. Use power words:
 - a. Next: Next time, please tell me first when the computer is down.
 - b. Instead: What reports do you want instead of the ones we have?
 - c. Despite: Despite the mistake about the hours, what are you going to do?
 - d. Satisfy: What will satisfy your concerns about the evaluations?
12. Focus on the other person:
 - a. Focus on their desired outcomes (the future), not just your own resources (present) or their problems (the past).
 - b. Be specific; avoid generalities.
 - c. Say what can be done, instead of what can't be done.
 - d. Your nonverbal communication - your smile, tone of voice, and posture - will build rapport and thus, better outcomes.
13. Bad news is the best information; learn from miscommunication.



Negative (And Sometimes Addictive) Behaviors

1. Generalizations: always, never, all, every.
2. Repeating the same negative stories or information more than once in the same conversation.
3. Repeating the same old stories in response to new information.
4. Assuming the worst of the people you don't like.
5. Ignoring or not being able to see and hear positive change.
6. Your first response is to criticize or say something negative.
7. Feeling as if feeling good means you have lost the battle.
8. Equating telling the truth as telling other people off, instead of apologizing for your own mistakes first.
9. Saying negative things if someone says something good about someone you don't like.
10. Telling new people only the negative things about the workplace and other people.
11. Spending time thinking and talking about other people's past mistakes.
12. Spending encounters with other people watching for mistakes.
13. Rejecting offers of help with "Yes, but."
14. Rejecting people who are positive and constructive.
15. Saying that your own mistakes in communication and behavior are justified, because other people did something to you first.
16. Exaggerating bad news and minimizing or discounting the good news.
17. Using punishment words. Sarcasm. Wounding others.
18. Trying to convince other people how bad things are.
19. Distorting meaning through negative filters.

What is your score?

How would others score you?



Communication

“PARKING LOT SPEECH”

Creating your library’s story readily available to use as needed and appropriate. Now you will write a “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 questions below to guide your thoughts and develop the speech. Then try **this speech** on at least two people and have them share their thoughts using the questions provided.*

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

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

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

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

Now, use the information from above and write your “Parking Lot Speech”

Evaluator's Feedback

Now, practice this speech on at least two people and have them share their ideas using the questions below.

**Evaluator #1's
Name**

**What did your
evaluator think
worked well in
your speech?**

**What did your
evaluator think
could have
been changed?**

**Other
Comments?**

**Evaluator #2's
Name**

**What did your
evaluator think
worked well in
your speech?**

**What did your
evaluator think
could have
been changed?**

**Other
Comments?**

Develop your talking points

What stories or examples support your key message? You will need at least three talking points, stories or examples that support your key message. Using descriptive, local examples is an effective way to get the attention of decision-makers. These may change based on the needs and interests of your audience. Examples include the following:

"A 2002 ALA study confirmed that when the economy is down, library use is up. Unfortunately, at the same time, tight city and state budgets are closing library doors and reducing access when it's needed most. "

"Libraries and librarians provide free and equal access to information for people of all ages and backgrounds-in schools, on college and university campuses and in communities large and small. "

"Libraries return substantially more benefits to its users for each \$ 1 of annual local taxes."

Tips for Telling an Effective Story*

Effective stories:

- are simple, brief and personal;
- have a beginning, middle and end;
have a "punch line";
- do not use real names unless you have been given permission;
have a message;
- are appropriate;
- are specific;
- are personal;
- show the library/librarian clearly solving a problem or filling a need; and
- illustrate to a potential funder what giving you the funds will mean in real-life terms.

*Tips for Telling an Effective Story used courtesy of Patricia Glass Schuman.

Bridge, Hook and Flag

These are three techniques for controlling the conversation or interview so that you are sure to get the main point or points that you want remembered across to your legislator or legislative staff member.

Bridge. This technique will allow you to move from an area in the conversation that you don't want to discuss or that has the potential to sidetrack the issue, and get the conversation back to your message. If the legislator says, for example, "Why shouldn't we be supporting policy that will help software companies? Isn't a good economy good for libraries?" Rather than getting into a discussion about the economy and whether or not new legislation will help the economy overall, you can use this as a platform for your point by saying: "I think the real question is ... " and go back to your main point. For example, "I think the real question is "doesn't everyone benefit from good consumer laws?" Then, answer that question!

Hook. This is a technique that can lead your listener to follow-up on your first point allowing you to get a second point in. For example, you can say, "There are two very important considerations that must be taken into account before you support this proposed policy. The first is ... " then expand on that point. It is likely that the legislator or staff person will then ask you (or allow you) to follow up with the second point. This keeps the conversational ball in your court longer and gives you the opportunity to make both (or all points)

Flag. This technique is the easiest and most people use it unconsciously all the time. Flagging alerts your listeners to what you consider most important. It's a good way to emphasize the key point or points you want the audience to remember. Flagging is simply giving your audience a verbal clue about what is important: "The most important thing to remember is. ." or "If you remember nothing else, please remember these two points . . ."

Exercise 1: Benefits and Challenges of Local Partnerships

Instructions: Think about one partnership you wish to, or have established. Take a few minutes to answer the questions below.

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

1. Who is a library partner in your community?
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. If you have been working with this partner, what has the partnership accomplished?
6. What are the positive aspects of this partnership?
7. What are the challenges of this partnership?
8. How/What would you change in the future?



Exercise 2: Assessing Partnership Participation

Instructions: Use the partnership example from Exercise 1 to respond to the questions below. Discuss your responses with your small group. What are the similarities and differences in your partnership experiences?

What level of participation best describes the partnership you selected in Exercise 1?

What level of participation would be optimal and why?

Brainstorm ideas for increasing the level of participation in the partnership.



Exercise 3: Developing Effective Partnerships

Instructions: Using the partnership example from Exercises 1 & 2,

- Consider each characteristic of an effective partnership
- How would you assess your partnership’s status on each characteristic?
- For each characteristic, brainstorm strategies to make the partnership more effective.

Characteristic	Assessment of partnership	Strategies for making partnership more effective
Agreement that partnership is good for all partners		
Agreement on specific need to be addressed		
Shared vision of what partnership wants to accomplish		
Realistic goals		
Joint decision making		
Effective management of partnership		
Leadership of respected individuals		
Respect and trust between partners		
Time to build the partnership		



Additional Resources

Community Tool Box

<http://ctb.ku.edu/>

Supports work in promoting community health and development. Provides practical skill-building information on a wide range of community development topics. Topic sections include step-by-step instruction, examples, check-lists, and related resources.

Fieldstone Alliance

www.FieldstoneAlliance.org

An independent nonprofit dedicated to strengthening the nonprofit sector. Publishes a wide range of collaboration books, handbooks, and tool kits.

Asset-Based Community Development Institute (ABCD)

www.northwestern.edu/ipr/abcd/abcdci.html

Asset-based community mapping tools are available on the site. You can also join their online discussion group of community builders around the country to share experiences and exchange ideas.

National Network for Collaboration

<http://crs.uvm.edu/nnco/>

Provides access to the knowledge of specialists from the National Network for Collaboration to provide a guide to begin, strengthen and sustain collaborations.

Libraries Transforming Communities

Libraries Transforming Communities (LTC) — an initiative of the American Library Association — seeks to strengthen librarians' roles as core community leaders and change-agents. All of the Harwood tools can be found at <http://www.ala.org/transforminglibraries/libraries-transforming-communities>



Part 2: Building Blocks for Project Planning

We don't manage time. We manage our choices. Pat Wagner

1. Debriefing by the participating libraries: What do you need to make the project a success and your time today worthwhile?
2. How are you involving the target audience: community outreach and input.
3. The project's strategic plan: Why are you doing this project?
4. We start at the end: How will you know the project is a success: benchmarks, results, measurements, and stories?
5. The project's logistics: What is the timeline, and who is in charge of what, when? What are the checkpoints to determine that progress is being?
6. What are your priorities in terms of what resources you need to make the project a success?
7. First assignments: How do you plan to implement the project: tactics and tasks.



Target Audience

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 marketing process?



Community Outreach and Input

Involving the Target Audience

1. How do you plan to describe/define the target audience?
2. What steps are you taking to involve members of the target audience from the beginning?
3. How do you plan to build strategic alliances with the existing organizations that represent the target audience, support them, or are allied with them?
4. How will identify the leadership within these formal and informal groups?
5. How will you get the input from individuals? How will you recruit individuals to help guide the project?
6. How do you plan to attract participants?
7. How do you know your plans to engage your target audiences will work?



Project's Strategic Plan

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



Measuring Success

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

Review the benchmarks on page 28-29. 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?

Extra credit; 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

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.
All of the chairs are filled, and the copier is always busy. Seniors are seen teaching each other the new computer system. More intergenerational groups form around the computers.
Reference librarians are seen walking around and offering assistance. Different staff members are volunteering to run meetings.
The library manager is heard laughing in her office for the first time.

Measurable benchmarks are written down and based on numbers.

New library card sign-ups have increased 12% for the entire community. Circulation figures for older scientific journals are up 10% this year.
Requests for computer access among non-cardholders are up 23% this week.
Complaints about the new ILS from library users are down 7%
An online survey shows a 73% satisfaction with the new self-check. Donations from civic groups to the library are up 23% for the quarter. Positive stories about the library have increased 10% this year online. Staff retention is up 21% as compared to the previous fiscal year.

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. The new library is the center for community life for new Americans.
The average library user is becoming more computer literate.
More non-English-speaking people are using the library's collections.
Staff members are growing their management skills and stepping in new roles. The director is partnering with other economic and political leaders.
An library foundation has been established and is already raising money.



Examples of External Benchmarks

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.
- Are running for local public office.
- Are receiving promotions at work.
- Are better able to communicate with their children.
- Started a successful job.
- Found a job that paid well and made them happy.
- Are more engaged in the community life of their town.

Measurable benchmarks are written down and based on numbers.

Reported communicable diseases have diminished by 23%.

Bankruptcies are down 15% over last year.

Increase in new businesses: 23%.

Increase in successful new businesses: 22%

Unemployment is down 11%.

School dropout rates are down 15% this year.

Foreclosures are dropping 5% per quarter.

Attendance at local colleges is at all-time highs.

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.

The town is a magnet for people looking for great schools.

The town cherishes its relationship with the natural world and is a steward for the surrounding wild.

The town is number one in the United States for great places to live.

The project's logistics: 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.



Examples of Checkpoints

“By Friday at 4 pm, I want to have the first 500-word draft of the report to the library’s board of trustees on my desk. If you e-mail it, please check that I have received it before you leave for the day. If the draft is not ready, I will give the project to Martha to complete.

“Monday morning at 9 am we will meet at Chez Chien to discuss the latest figures on the fundraising campaign for the literacy program. Please bring the current list of donations, including those checks and credit card charges that have not been deposited, and all of the signed pledge cards we have received in the mail or collected at events so far, whether or not the person has fulfilled the pledge. If we have not reached 25% of the stated goal, we will halt fund-raising and reassess the program.

Please call me at 2 pm tomorrow on my cell phone – 555-555-5555- and tell me how many of the new science reference books have been processed and are ready to bring to the YA area. Also, we have had reports that some of the books were damaged in shipping. Please send me a list by e-mail of what you think we need to return by the end of tomorrow.

The association conference committees will meet on Friday at 1 pm at the Central Library in the director’s office to report on what has been accomplished so far based on our planning document. At that time, the executive committee will decide what projects might be dropped, given we only have two months left to prepare to send out the final publicity on speakers, etc. Any projects that are not at least 50% finished or which have missed their latest deadlines will be at risk.



What are your priorities in terms of the resources needed to make the project a success?

People? (Their time and attention) Budget?

Connections with target audience? Marketing outlets?

Any skills the current staff does not have? Vendors and contractors?

Materials? Construction and assemblage? Food?

Transportation?

Other?

First assignments:

How do you plan to implement the project: tactics and tasks.

What's next?



Community Resources

Note: This list is not all inclusive; selected examples are in ().

You **DO NOT** need to contact every category on the list.

You **DO** need to tailor your list to your community.

You **DO** need to reach out to people not usually included.

- Youth Service Organizations (Big Brother/Sister, Boy Scouts, child abuse agencies, recreation programs, Girl Scouts, Jr. Achievement, Head Start, Even Start, child care associations, Association for the Education of Young Children, school age care and enrichment programs)
- Women's Centers/Service Organizations (battered women' shelters, YWCA, NOW)
- Refugee/Immigrant Centers/Services (Catholic Social Services, refugee rights association)
- Religious Organizations (church organizations, ministerial association)
- Senior Centers/Service Organizations (Area Agency on Aging, elder abuse/care agencies, RSVP)
- Organizations of/for People with Disabilities (center on deafness, council of the blind, health and human services agencies, Easter Seals, Goodwill, independent living centers, United Cerebral Palsy)
- Organizations serving the homeless (food closet, homeless assistance program, Salvation Army)
- Organizations serving ex-offenders (Department of Corrections, Friends Outside)
- Technology Experts (computer clubs, consultants, community colleges, Internet providers, universities)
- Organizations fighting discrimination (Anti-Defamation League, human rights groups, NAACP)
- Miscellaneous Organizations (arts and cultural groups, athletic groups, censorship groups, historic preservation groups, local neighborhood groups, men's groups, veterans' groups, women's groups)



Community Resources, continued

- Educational Organizations (community colleges, multilingual programs, PTA/PTO, school board, other libraries, private schools, home school organizations, higher education institutions/organizations)
- Government/Political Representatives (mayor, city council, county supervisors, city/county fiscal office, law enforcement, job training programs)
- Health Organizations (American Cancer Society, American Heart Association, hospitals, public health nurses, early intervention programs, public health clinics)
- Legal Organizations (ACLU, bar association, legal aid, NAACP Legal Defense Fund)
- Ethnic Organizations (Asian Resources Center, Hispanic centers, Inter-tribal Council, Urban League)
- Family Services Organizations (Social Services Department, Family Service Agency, Jewish Family Service)
- Media Representatives (newspaper, radio, TV, ethnic media, local magazines and newsletters)
- Financial Representatives (bankers, credit unions, financial planners, stockbrokers)
- Community Services Organizations/Associations/Clubs (AARP, AAUW, American Red Cross, B&PW, Kiwanis, Lions, Literacy Organizations, Rotary, Soroptimists, United Way)
- Economic Development Organizations (economic development councils, real estate brokers)
- Businesses/ Chambers of Commerce/Visitor's Bureaus (major employers, minority business owners, small business owners; city, county and ethnic chambers)



Sample Process for Community Leader Interview

1. Call to ask community leaders to participate in an interview.

Introduce yourself and explain why you are calling. Ask if this is a convenient time to talk.

Sample explanation:

I am Rose Nelson and I am with the Colorado State Library. I am calling to ask your help in identifying the needs of [target audience] community. Our goal is to increase the number of [target audience] community members that use public computers in the library.

We want to learn more about the needs and problems of the [target audience] community in Colorado and how they might be solved. We are conducting interviews with people like you who play an important role in helping these individuals within our community.

The interview will be kept confidential; the results of all our interviews will later be combined. No ideas or opinions will be attributed to you. If we feel it would be helpful to attribute something specifically to you, we will contact you and ask for your permission.

We estimate the interview will take no longer than 30 minutes.

If you are willing to participate in an interview, I will send you a copy of the questions prior to the interview. Thank you for your time.

2. Send them a copy of the interview questions.
3. Meet with them or call them back at the scheduled time.
4. Ask the interview questions.
5. Thank the person for his/her time and explain how you will keep him/her informed about your progress.



Sample Community Leader Interview

Note: Start by building rapport on a personal level. The session should be informal and relaxing. Find out about the person, the organization and the background about key services and projects before you ask the following questions.

1. Tell me about the [target audience] community in [your community's name].
2. What are the major needs, issues and problems facing the [target audience] community in [your community's name]?
3. What kind of help do {target audience} community members need to have a better life?
4. What services are available to help the {target audience} community? What are their strengths? What are their weaknesses? What else needs to be done?
5. Who else should we contact to help us identify the needs of the [target audience] community?
6. Is there anything else you would like to say about the [target-audience] community?
7. What questions would you like to ask me?



Activity Planning Worksheet

Considerations	Comments
Activity:	
What is the purpose of this activity?	
What are your goals for this activity? (SMART – specific, measurable, attainable, realistic, timely)	
How will patrons benefit from this activity? What need will be met?	
Target Audience. Who is the ideal audience for this activity? Be as specific as possible.	
Will the activity require patrons to provide information, such as parental consent forms or other personal information? How will that information be used, or protected?	



<p>Potential Partnerships How might the library benefit from offering this activity through a partnership?</p>	
<p>What can city, county, state or federal agencies; nonprofit organizations; community service groups; or businesses contribute to this activity?</p>	
<p>How long will this collaboration last? Will it be for a single activity or event, or ongoing?</p>	
<p>How might the potential partner benefit from working with the library on this activity?</p>	
<p>What is known about the credibility and reputation of the potential partner, its mission, and the quality of its services in the area considered for this activity?</p>	
<p>What is known about the conduct and reliability of the potential partner's staff?</p>	



<p>How might the collaborations reflect on the library or impact the reputation of the library?</p>	
<p>What will the library's roles and responsibilities be in developing and/or delivering this activity? Be specific.</p>	
<p>What will the potential partners' role and responsibilities be in connection with developing and/or delivering this activity? Be specific</p>	
<p>What potential issues may arise when working with this potential partner and how can the activity or relationship be structured to address them?</p>	
<p>What laws, rules, or regulations may apply to this activity or partnership?</p>	
<p>What terms may need to be established in a written or formal agreement?</p>	



<p>Getting the Word Out! Develop a message that connects with the community's needs, interests or situation and how the library can help meet that need.</p>	
<p>Evaluation. Identify how you will measure success. What will success look like?</p> <p>Surveys</p> <p>Data Gathering</p> <p>Participation Numbers</p> <p>Stories</p>	
<p>Timeline Starting from the end of the project, work backwards to identify checkpoints on your timeline.</p>	
<p>Action Steps What are your next steps? Who will do it and when will it need to be completed?</p>	



Event Checklist

People

- Speakers
- Community Leaders
- Partners
- Co-trainer
- Directions to location
- Lodging/food if needed
- Participants
- Pre-survey filled out
- Paper copies of pre-survey available

Facilities/Equipment

- Room
 - o Room reserved
 - o Tables/chairs set up
- Computer
- LCD Projector
- Laptop Computer
- Speakers' connection set up for laptop?
- Microphone
- Powerpoint file
- Other Equipment
- Flipchart, markers

Materials

- Workshop Packet
 - o Binders
 - o Powerpoint packet
 - o Resource packet
- Other materials
- Sign-in sheet
- Outreach and Services to Non-users Committee Interest Sheet
- Participation prizes (Chocolate)
- Books and other Resources
- Flyers for workshops (Word of Mouth advertising)
- Camera (photos)

Food

- Morning Snacks
 - o Drinks (Coffee, Tea, Juice)
 - o Snacks
- Lunch
- Caterer
- Drinks
- Special Diet Considerations
- Afternoon Snacks
 - o Drinks/Snacks (energy)

