

Community Building Summit

The Riverside Hotel

May 21 and 22, 2014

Presented by Pat Wagner, Pattern Research, Inc.



Handout for May 22

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Agenda

“All we have to decide is what to do with the time that is given us.”

Gandalf, *Lord of the Rings*

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.

Nuts and Bolts

Pat Wagner, Pattern Research, Inc., PO Box 9100, Denver, CO 80209-0100; 303-778-0880;
pat@sieralearn.com; www.sieralearn.com

1. Debriefing by the participating libraries:
What do you need to make the project a success
and your time today worthwhile?

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

1.

2.

3.

4.

5.

2. How are you involving the target audience: Community outreach and input?

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?

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The Target Person: 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?

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3. The 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

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4. We start at the end: How will you know the project is a success: benchmarks, results, measurements, and stories?

Review the benchmarks on page 7. 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?

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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.
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.

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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.
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.

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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.

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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.

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6. What are your priorities in terms of what resources you need 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?

7. First assignments:

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

What's next?

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