PLANNING FOR THE FUTURE

STRATEGIC PLANNING FOR RESULTS
IN YOUR LIBRARY

PLANNING FOR THE FUTURE

STRATEGIC PLANNING FOR RESULTS FOR YOUR LIBRARY

AT THE END OF THE DAY YOU WILL KNOW HOW TO:

- Explain to your board and your colleagues why your library needs a strategic plan

- Develop a planning calendar that works for your library

- Explain the role of the community planning committee to your board and your colleagues

- Work with your board to select the members of your community planning committee

- Develop a communication plan to ensure that all stakeholders are informed and engaged throughout the planning process

- Use your community's current planning documents as a starting point for identifying what is important in your community

- Work with the community planning committee, your board, and your colleagues to select library service priorities

- Write goals and objectives that reflect your service priorities

- Write a strategic plan that is clear, concise, credible, logical, and persuasive

STRATEGIC PLANNING FOR RESULTS

Community Needs

⇩

Library Service Responses
(Priorities)

⇩

Goals

⇩

Objectives

⇩

Activities

| Staff Needed | Collections Needed | Facilities Needed | Technology Needed |

PLANNING RESPONSIBILITIES

PLANNING COMMITTEE RESPONSIBILITIES

1. Review the municipal planning documents.

2. Identify community needs.

3. Develop a list of preliminary service response recommendations for staff and board review.

4. Develop a list of final service response recommendations based on the identified community needs and the staff and board response to the preliminary recommendations.

5. Review and comment on the final draft of the strategic plan.

BOARD RESPONSIBILITIES

1. Agree in principle to initiate a planning process using the Strategic Planning for Results process and reach consensus on planning outcomes.

2. Review and accept, revise, or reject the responsibilities of the participants, the planning timeline, the planning budget, and the use of outside consultants or facilitators.

3. Make the final selection of the members of the community planning committee.

4. Review the preliminary service responses and provide feedback to the planning committee.

5. Review and accept, revise, or reject the service responses recommended by the community planning committee.

6. Review and accept, revise, or reject the goals, objectives, organizational competencies, and initiatives.

7. Review and accept, revise, or reject the final strategic plan.

LIBRARY/DIRECTOR MANAGEMENT TEAM RESPONSIBILITIES

1. Initiate discussion of planning with the library board.

2. Introduce *Strategic Planning for Results* to the members of the board.

3. Develop recommendations for the board relating to the planning timeline, the planning budget, and the use of outside consultants or facilitators.

4. Develop a communication plan.

5. Suggest names of people to be included on the community planning committee.

6. Manage every step of the planning process.

7. Appoint a member of the team to be the planning coordinator.

8. Develop orientation materials for planning committee members.

9. Make a presentation about the library during the first committee meeting.

10. Schedule and lead meetings of staff to review the preliminary service responses recommended by the community planning committee and identify the potential impact of those service responses on the library.

11. Present the results of the review to the board during the board discussion of the preliminary service responses, and to the community planning committee before they make their final recommendations.

12. Develop draft goals, objectives, organizational competencies, and strategic initiatives.

13. Schedule and lead meetings of staff to encourage them to review the draft goals, objectives, organizational competencies, and strategic initiatives.

14. Write the final draft of the plan and submit it to the board for approval.

LIBRARY STAFF RESPONSIBILITIES

1. Suggest names of people to be included on the community planning committee.

2. Review the preliminary service responses that are recommended by the community planning committee and identify the potential impact of those service responses on the library.

3. Review the draft goals and objectives and the organization competencies and initiatives that are developed by the library management team and suggest revisions or additions.

4. The staff in each branch/unit may be involved in determining the priority of the system goals for their branch or unit. (This is optional and not all libraries will do this.)

SELECTING COMMITTEE MEMBERS

1. It is important to involve *stakeholders* in the process. There are two kinds of stakeholders for you to consider:

   ▪ Community stakeholders: These are the leaders of the various groups and organizations that combine to make up the fabric of your community.

   ▪ Library stakeholders: Staff and board members are clearly library stakeholders and you will want to include one staff member and one board member on your committee. You might also want to a representative from your friends groups or foundations, if appropriate.

2. You may also want to identify people with *special skills*. The skills that you want to have available on your committee will vary depending on local circumstances.

3. The third thing to remember is that you want the committee to look like your community. Therefore, you are looking for *representatives of the various demographic and socio-economic groups in your in your community*. You will also want people who live in all parts of your service area to be represented.

Organization/Group/Skill	Name(s) to Consider	Reason for Consideration

COMMITTEE CHECKLIST

DEMOGRAPHICS

1. Does the committee include members in the following age groups?

   - Teens

   - Adults 18-30

   - Adults 31-50

   - Adults over 51

2. Are the ethnic and racial groups in your community represented equitably?

3. Does the committee include people with various levels of education?

4. Are men and women equitably represented?

5. Does the committee include newcomers to the community as well as long-time residents?

LOCATION

1. Are all of the geographic areas served by the library represented?

2. Are any of areas served by library over-represented compared to others?

LOCAL GOVERNMENT

1. Is local government represented?

2. Should representatives from more than one local government be represented? If so, how?

EMPLOYERS AND OCCUPATIONS

1. Are various employers and occupations represented?

2. Are any employers or occupations over-represented compared to others?

AGENCIES AND ORGANIZATIONS

1. Does the committee include representatives from the following groups?

   - Local school districts

   - Key social service agencies

2. Does it include representatives from key not-for-profit agencies?

OTHER

1. Is there a representative from the library staff?

2. Is there a representative from the library board?

EFFECTIVE INVITATIONS TO COMMITTEE MEMBERS

BEFORE YOU CALL

There are several practical details to decide before you start to issue invitations to potential committee members.

1. Who will issue the invitation (may be more than one person)?
2. When will the initial calls be made?
3. How long will you wait for someone to decide if he or she will accept the appointment?
4. How will you coordinate the process if more than one person is issuing invitations?

DURING THE CALL

The following is a list of points to be covered during the preliminary phone call to a potential committee member:

- The name of the person calling and his or her relation to the library
- The purpose of the planning process
- The planning committee's role and responsibilities including the limits of the planning committee's authority and its relationship to the library board and local government
- The benefits the group the person represents will receive as a result of the person serving the committee
- Why the person being called was selected to be included on the committee
- Who else will be serving on the committee (if you have already had some people agree to serve)
- The timetable for the planning process
- The date, time, and place of the first planning committee meeting
- The date and time of the subsequent meetings
- The process for reimbursement of any expenses incurred (mileage, parking, etc.), if applicable

WRITING A COMMUNICATION PLAN

1. **PURPOSE: WHAT DO YOU WANT TO ACHIEVE?**

2. **TARGET GROUP(S): WHO DO YOU WANT TO REACH? WHY?**

3. **STRATEGIES**

   - What are the obstacles you may face?

   - Where is the most appropriate place to communicate with your audience?

   - When is the most appropriate and convenient time to communicate with your audience?

   - Who will deliver the message?

   - How will you frame your message?

4. **COMMUNICATION TOOLS: HOW WILL YOU DELIVER YOUR MESSAGE?**

5. **EVALUATION: HOW WILL YOU KNOW YOU ACHIEVED YOUR OBJECTIVE?**

TALKING ABOUT WHAT'S IMPORTANT

PART I: WHAT IS IMPORTANT IN YOUR COMMUNITY?

The people in your community can be described in many ways:
- Parents, children, and teens
- Employers, workers, and seniors who are retired
- Educators and students
- Cultural, ethnic, and racial backgrounds
- Educational attainment or income
- Special needs

What is important to the people in these groups? What do they value? What do they want to have available to them in their communities? What will enhance the quality of their lives?

_____

_____

_____

_____

_____

_____

PART II: NEEDS THE LIBRARY MIGHT ADDRESS

Which of the things that you identified in Part I might be needs that the library could address as service priorities? List those needs in column A. Leave column B blank until after we have reviewed the library service responses.

A. Community Need	B. Service Response
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

LIBRARY SERVICE RESPONSES

BE AN INFORMED CITIZEN: LOCAL, NATIONAL, AND WORLD AFFAIRS

Residents will have the information they need to support and promote democracy, to fulfill their civic responsibilities at the local, state, and national levels, and to fully participate in community decision-making.

BUILD SUCCESSFUL ENTERPRISES: BUSINESS AND NON-PROFIT SUPPORT

Business owners and non-profit organization directors and their managers will have the tools they need to develop and maintain strong, viable organizations.

CELEBRATE DIVERSITY: CULTURAL AWARENESS

Residents will have programs and services that promote appreciation and understanding of their personal heritage and the heritage of others in the community.

CONNECT TO THE ONLINE WORLD: PUBLIC INTERNET ACCESS

Residents will have high-speed access to the digital world with no unnecessary restrictions or fees to ensure that everyone can take advantage of the ever-growing resources and services available through the Internet.

CREATE YOUNG READERS: EARLY LITERACY

Children from birth to age five will have programs and services designed to ensure that they will enter school ready to learn to read, write, and listen.

DISCOVER YOUR ROOTS: GENEALOGY AND LOCAL HISTORY

Residents and visitors will have the resources they need to connect the past with the present through their family histories and to understand the history and traditions of the community.

EXPRESS CREATIVITY: CREATE AND SHARE CONTENT

Residents will have the services and support they need to express themselves by creating original print, video, audio, or visual content in a real-world or online environment.

GET FACTS FAST: READY REFERENCE

Residents will have someone to answer their questions on a wide array of topics of personal interest.

KNOW YOUR COMMUNITY: COMMUNITY RESOURCES AND SERVICES

Residents will have a central source for information about the wide variety of programs, services, and activities provided by community agencies and organizations.

Learn to Read and Write: Adult, Teen, and Family Literacy

Adults and teens will have the support they need to improve their literacy skills in order to meet their personal goals and fulfill their responsibilities as parents, citizens, and workers.

Make Career Choices: Job and Career Development

Adults and Teens will have the skills and resources they need to identify career opportunities that suit their individual strengths and interests.

Make Informed Decisions: Health, Wealth, and Other Life Choices

Residents will have the resources they need to identify and analyze risks, benefits, and alternatives before making decisions that affect their lives.

Satisfy Curiosity: Lifelong Learning

Residents will have the resources they need to explore topics of personal interest and continue to learn throughout their lives.

Stimulate Imagination: Reading, Viewing and Listening for Pleasure

Residents who want materials to enhance their leisure time will find what they want when and where they want them and will have the help they need to make choices from among the options.

Succeed in School: Homework Help

Students will have the resources they need to succeed in school.

Understand How to Find, Evaluate, and Use Information: Information Fluency

Residents will know when they need information to resolve an issue or answer a question and will have the skills to search for, locate, evaluate, and effectively use information to meet their needs.

Visit a Comfortable Place: Physical and Virtual Spaces

Residents will have safe and welcoming physical places to meet and interact with others or to sit quietly and read and will have open and accessible virtual spaces that support social networking.

Welcome to Canada: Services for New Immigrants

New immigrants and refugees will have information on employment, public schooling, health and safety, available social services, and any other topics that they need to participate successfully in Canadian life.

GOALS AND OBJECTIVES

GOAL: THE BENEFIT YOUR COMMUNITY (OR A TARGET POPULATION WITHIN YOUR COMMUNITY) WILL RECEIVE BECAUSE THE LIBRARY PROVIDES A SPECIFIC SERVICE RESPONSE

Each goal is derived from a specific service response. All goals contain the same two elements: they begin with the audience being served and then describe the benefit the audience receives because the library offers a service.

Step 1: Review the service response the goal is intended to support and the results of the planning committee's visioning process that led to the selection of that service response.

Step 2: Identify the audience to be served. This may be the entire community ("all residents") or it may be a specific target population ("children," "newcomers to our community," etc).

Step 3: Describe the benefit the audience will receive because the library is providing a specific service. You may want to refer back to the community vision statements and the appropriate service response for suggested wording.

Step 4: Put the audience and the benefit into a sentence.

For example:

The service response: *Stimulate Imagination*

The audience: *Children*

The benefit: *will explore topics that engage their imaginations and they will find pleasure in reading, viewing and listening*

THE GOAL

Children will explore topics that engage their imaginations and they will find pleasure in reading, viewing and listening.

WRITING GOALS

SERVICE RESPONSE [_____]

GOAL 1

   Target Audience [_____]

   Benefit [_____]

Goal 1: _____

_____

_____

_____

GOAL 2

   Target Audience [_____]

   Benefit [_____]

Goal 2: _____

_____

_____

_____

OBJECTIVES: THE WAY THE LIBRARY WILL MEASURE ITS PROGRESS TOWARD REACHING A GOAL

Every objective contains the same three elements: a measure, a standard of progress against which to compare that measure, and a date or timeframe by which time the standard should be met. To write an objective, follow these four steps:

Step 1:   Decide on the measure you want to use. The information in the Measuring Progress handout on the next page may be helpful to you as you do this.

Step 2:   Identify the target you want to reach.

Step 3:   Decide when you want to reach the target.

Step 4:   Put the measure, the target, and the timeframe together into a sentence that reads smoothly.

Example 1:

The measure: *The number of children who attend programs sponsored or co-sponsored by the library*

The target: *increase from ___ (2008/09) to ___*

The timeframe: *By 2012/13*

THE OBJECTIVE

By 2012/13*, the number of children who attend programs sponsored or co-sponsored by the library will increase from ___ (2008/09) to ___.*

MEASURES OF PROGRESS

MEASURE 1: PEOPLE SERVED

- Total number of users served

  <u>What this measures</u>: The total number of users who used a service during a given time period.

  <u>Example</u>: If the same twenty children attend a story hour every week, at the end of the year the total number of children served through the story hour would be 1,040 (20 children times 52 weeks)

- Number of unique individuals who use the service

  <u>What this measures</u>: The total number of unique individuals who use the service during a given time period regardless of how many times they use the service.

  <u>Example:</u> If the same twenty children attend a story hour every week, at the end of the year the total number of unique children served through the story hour would be twenty.

MEASURE 2: HOW WELL THE SERVICE MEETS THE NEEDS OF THE PEOPLE SERVED

<u>What this measures</u>: The user's opinion about how well the library's service(s) met his or her needs; this opinion could be about the quality of the service, the value of the service, the user's satisfaction with the service, or the impact of the service.

<u>Example</u>: This data is normally gathered through user surveys and expressed as a percent of the number of people surveyed, e.g. "During FY___, at least ___% of the high school students who use the public library for homework assistance will indicate that they found what they needed."

MEASURE 3: TOTAL UNITS OF SERVICE PROVIDED BY THE LIBRARY

<u>What this measures</u>: The number of actual library service transactions that were done to make progress toward a specific goal. This includes all of the standard library outputs such as circulation, number of reference transactions, etc.

<u>Example</u>: Most libraries collect these data to report annually to their state library agency, e.g. "By FY ____, the number of reader's advisory questions answered will have risen from ___ to ____."

MEASURE 4: OUTCOME MEASUREMENT

Definition: Outcome measurement is a user-centered approach to the planning and assessment of programs and services that are provided to address particular user needs and designed to achieve a change for the user.[1]

What this measures: What difference did the library program make to the participant? What changes occurred in the participant's knowledge, skill, attitude, behavior, condition, or status?

Example: "Students who attend the library's college test preparation class will improve their scores on a sample SAT test by at least 50 points from their PSAT scores by the end of the course."

When to Use: Outcome measurement is appropriate for some library services and programs in certain situations. To determine if a program is suitable for outcome measurement, consider the purpose and design of the program, the program's intended users, the desired impact of the program and the management, staff, and stakeholders in the library presenting the program.

Purpose and Design of Program

1. Has the program been developed in response to an identified need?
2. Can this program have a significant (not total) influence on the need?
3. Is impact on the end user a major purpose of the program?
4. Is the program more concerned with impact than with outputs?
5. Is it more concerned with public service than with internal library operations?
6. Is the program focused on effectiveness rather than efficiency?
7. Is it focused more on users' benefit than users' satisfaction?
8. Does the program – or a user's participation in it – have a distinct beginning and end?

The Program's Users

1. Are users clearly defined?
2. Do the users participate consistently so you can track their progress?
3. Will users be willing to participate in an evaluation?

The Desired Impact

1. Is the desired impact measurable?
2. Will the impact occur within a few years (so that it can be observed)?

Management, Staff and Stakeholders

1. Do the management and staff have a service or user orientation?
2. Is the program stable enough to undertake this endeavor?
3. Is there library leadership commitment to devote resources to outcome measurement and then to act on the results?
4. Are the program stakeholders supportive?
5. Will measuring outcomes provide useful feedback to improve the program?
6. Will measuring outcomes improve accountability to library or stakeholders by demonstrating effectiveness?

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[1] Rhea Rubin, *Demonstrating Results: Using Outcome Measurement in Your Library,* (Chicago: American Library Association, 2006) page 3.

WRITING OBJECTIVES

SERVICE RESPONSE _____

_____

GOAL _____

_____

OBJECTIVE 1

Measure

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│                                             │
│                                             │
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Target

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Date

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│                                             │
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OBJECTIVE 1 _____

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OBJECTIVE 2

Measure

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Target

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Date

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│                                             │
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OBJECTIVE 2 _____

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RESOURCES FOR RESULTS

RESULTS BOOKS THAT ARE CURRENTLY AVAILABLE

Nelson, Sandra. *Implementing for Results: Your Strategic Plan in Action* (Chicago: American Library Association, 2009).

Nelson, Sandra. *Strategic Planning for Results* (Chicago: American Library Association, 2008).

Nelson, Sandra and June Garcia. Public Library Service Responses 2007 (Chicago: American Library Association, 2007). [Digital]

Bryan, Cheryl. *Managing Facilities for Results: Optimizing Space for Services* (Chicago: American Library Association, 2007).

Goodrich, Jeanne and Paula Singer. *Human Resources for Results: The Right Person for the Right Job.* (Chicago: American Library Association, 2007).

Rubin, Rhea. *Demonstrating Results: Using Outcome Measures in Public Libraries.* (Chicago: American Library Association, 2006).

Mayo, Diane. *Technology for Results: Developing Service-Based Plans.* (Chicago: American Library Association, 2005).

Nelson, Sandra and June Garcia. *Creating Policies for Results: From Chaos to Clarity.* (Chicago: American Library Association, 2003).

Mayo, Diane and Jeanne Goodrich. *Staffing for Results: A Guide to Working Smarter.* (Chicago: American Library Association, 2002).

Nelson, Sandra, Ellen Altman, and Diane Mayo. *Managing for Results: Effective Resource Allocation for Public Libraries.* (Chicago: American Library Association, 2000).

ELECTRONIC RESOURCES

All of the workforms from these books are available at no cost on http://e-learnlibraries.mrooms.net.