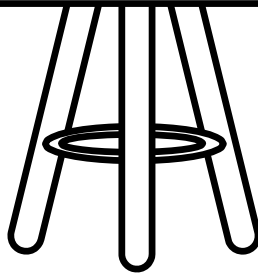


THE NEW PLANNING FOR RESULTS



THE NEW PLANNING FOR RESULTS

Agenda

Every Library Starts from Someplace Different

The New Planning for Results

- Background
- Key Points
- Responsibilities

In the Beginning: The Planning Committee is Key

- Members
- Invitations

User Needs: The Foundation of All Successful Plans

- Community Vision
- Current Conditions
- Community Needs
- Needs Decision Tree

Lunch

Library Service Responses: The Programs and Services Link between User Needs and Library

- Current
- Proposed

Goals and Objectives: Defining Results and Measures

- Goals
- Measuring Progress
- Objectives

Write the Plan: Put It All Together

THE NEW PLANNING FOR RESULTS

ASSUMPTIONS

EXCELLENCE MUST BE DEFINED LOCALLY. It results when library services match user needs, interests, and priorities.

EXCELLENCE IS POSSIBLE FOR BOTH SMALL AND LARGE LIBRARIES. It rests more on commitment than on unlimited resources

EXCELLENCE IS A MOVING TARGET. Even when achieved, excellence must be continually maintained.

KEY POINTS

COMMUNITY BASED PLANNING: *The New Planning for Results* process begins by asking key community stakeholders to identify a vision for the community served by the library, which helps library planners determine what the community values and how the library can make a contribution toward achieving the community vision. This, in turn, helps them to answer the question "What difference does the library make?"

LIBRARY SERVICE PRIORITIES: *The New Planning for Results* defines thirteen public library service priorities and encourages library planners to select the priorities that match the community needs identified through the visioning process. This will ensure that the library board members, managers, and staff are using their energies and resources to provide the services that matter most to the people of the community.

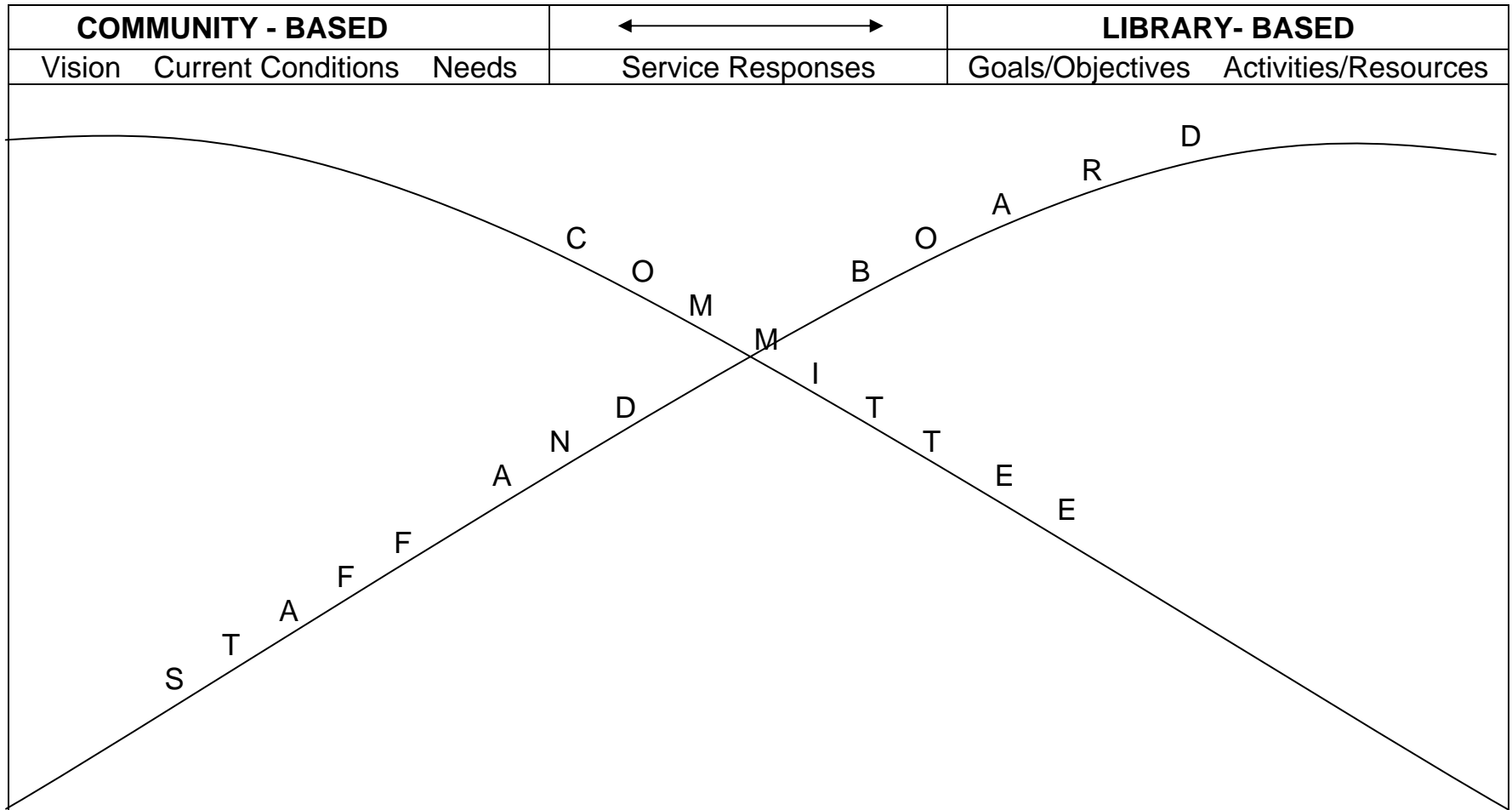
MEASURES OF PROGRESS: There is a strong emphasis on measurement and evaluation in *The New Planning for Results*, which includes four categories of measures:

- Number of people served (both total number of users and individual users)
- How well the service met the needs of the people served
- Total units of service delivered
- Outcome measures

RESOURCE ALLOCATION: The New Planning for Results stresses the importance of allocating the resources required to actually implement the library's plan. There are a number of books in the Results series designed to help managers determine what resources will be required to implement the activities in their plans, and how to reallocate their existing resources to support new priorities. Books in the series include: *Managing for Results: Effective Resource Allocation for Public Libraries*; *Staffing for Results: A Guide to Working Smarter*; *Technology for Results: Developing Service-Based Plans*; and the forthcoming *Managing Facilities for Results: Optimizing Space for Services*.

MANAGING CHANGE: Planning is ultimately about change and *The New Planning for Results* includes guidelines and suggestions to help library board members, managers, and staff use the results of the planning process to reshape the services and programs offered by the library. Public libraries are being transformed, and this planning process provides the framework that library leaders need to manage that transformation effectively.

PLANNING RESPONSIBILITIES



COMMUNITY STAKEHOLDERS

Use this list as a starting point to identify key community stakeholders to include in the library planning process. This list is not all-inclusive; selected examples have been provided for most categories. You will not need to include a representative from each category on your planning committee; those decisions will be based on your particular community needs.

Businesses/ Chambers of Commerce/ Economic Development Organizations

Major employers, minority business owners, small business owners, visitor's centers, Chambers of Commerce (city, county, and ethnic, if any), economic development councils, industry councils

Community Services Organizations/Associations/Clubs

Rotary, Lions, Kiwanis, United Way, AARP, AAUW, American Red Cross, Literacy Organizations, Soroptimists, National Organization for Women, YWCA, YMCA

Cultural Groups

Theater groups, art leagues, dance supporters, arts Commission

Educational Organizations

Public schools, private schools, colleges/universities, PTA or PTO, school boards, home school organizations

Ethnic Organizations

Ethnic Chambers of Commerce, NAACP, Tribal Councils, Latino/Hispanic groups, Asian groups, Urban League, refugee rights associations

Family Services Organizations

County Department of Social Services, Family Service Agency

Financial Representatives

Bankers, credit unions, financial planners, stockbrokers

Government/Political Representatives

Mayor, city/county manager, city council, county supervisors, city/county fiscal office, city/county planning office, law enforcement officers, job training programs

Health Organizations

American Cancer Society, American Heart Association, hospitals, public health nurses, public health clinics

Legal Organizations

Legal aid, ACLU

Library Representatives

School media center staff, college or university librarians, special librarians

Media Representatives

Newspaper, radio, TV, ethnic media, local magazines and newsletters

Organizations Serving the Disabled

Center on Deafness, Council of the Blind, state/county/city health and human services, Easter Seal, Goodwill, independent living centers, United Cerebral Palsy

Professional Groups

Medical associations, board of realtors, bar association, business and professional women's groups

Religious Groups

Ministerial alliance, youth groups, Jewish community center

Senior Centers/Service Organizations

Area Agency on Aging, senior centers

Youth Services Organizations

Big Brother/Sister, Boy Scouts, Girl Scouts, FFA, FHA, child abuse agencies, city/county recreation programs, Junior Achievement, Head Start, Even Start, child care associations, local Association for the Education of Young Children, school-age care and enrichment programs

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
- 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 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 process for reimbursement of any expenses incurred (mileage, parking, etc.), if applicable

HIRING A CONSULTANT: PROS AND CONS

Community Leader		Consultant/Trained Facilitator	
<i>Pro</i>	<i>Con</i>	<i>Pro</i>	<i>Con</i>
<p>Respected in the community and brings credibility to the process</p> <p>May be able to help identify other community leaders</p> <p>Participation may encourage others to participate</p>	<p>May not have the skills needed to ensure that all members fully participate in the decision-making</p> <p>May become too involved in managing the committee to participate effectively in decision-making</p> <p>May be so busy with other commitments to manage chair responsibilities effectively</p>	<p>Trained to ensure that groups work together effectively</p> <p>Has the skills to manage difficult committee members without confrontation</p> <p>Can focus solely on the group interactions without being distracted by content issues.</p> <p>Perceived by the group and by staff as being neutral</p>	<p>Can be difficult to identify good facilitators</p> <p>May need an extensive orientation to the library planning process if non-library facilitator</p> <p>May charge a fee</p>

COMMUNITY VISION STATEMENT

Directions: Picture your community ten years from now. Imagine that the community and its people have been successful beyond belief! It is a place everyone is proud to call home. Now describe the community. What makes it so attractive? Next think about the people. Consider the business community, professional people, parents, people with disabilities, people in the workforce, retirees, children and teenagers, people in various income groups, various racial and ethnic groups, and various religious groups. Why would they want to live in your community? Using this information, write six to eight sentences articulating elements of your community's vision, in the table below. Note that an example has been provided.

WHO WILL BENEFIT	THE BENEFIT AND RESULT
<i>All children</i>	<i>will receive the education they need to secure employment that provides a living wage.</i>

SWOT ANALYSIS OF THE COMMUNITY

Directions: Think about your community. What are its strengths? What are its weaknesses? Record the strengths and weaknesses below. Then consider the future of your community. What opportunities and threats do you think the community will face in the coming years? Record those opportunities and threats on the next page.

Community Strengths

1.

2.

3.

4.

5.

Community Weaknesses

1.

2.

3.

4.

5.

Opportunities for the Community in the Coming Years

1.

2.

3.

4.

5.

Threats for the Community in the Coming Years

1.

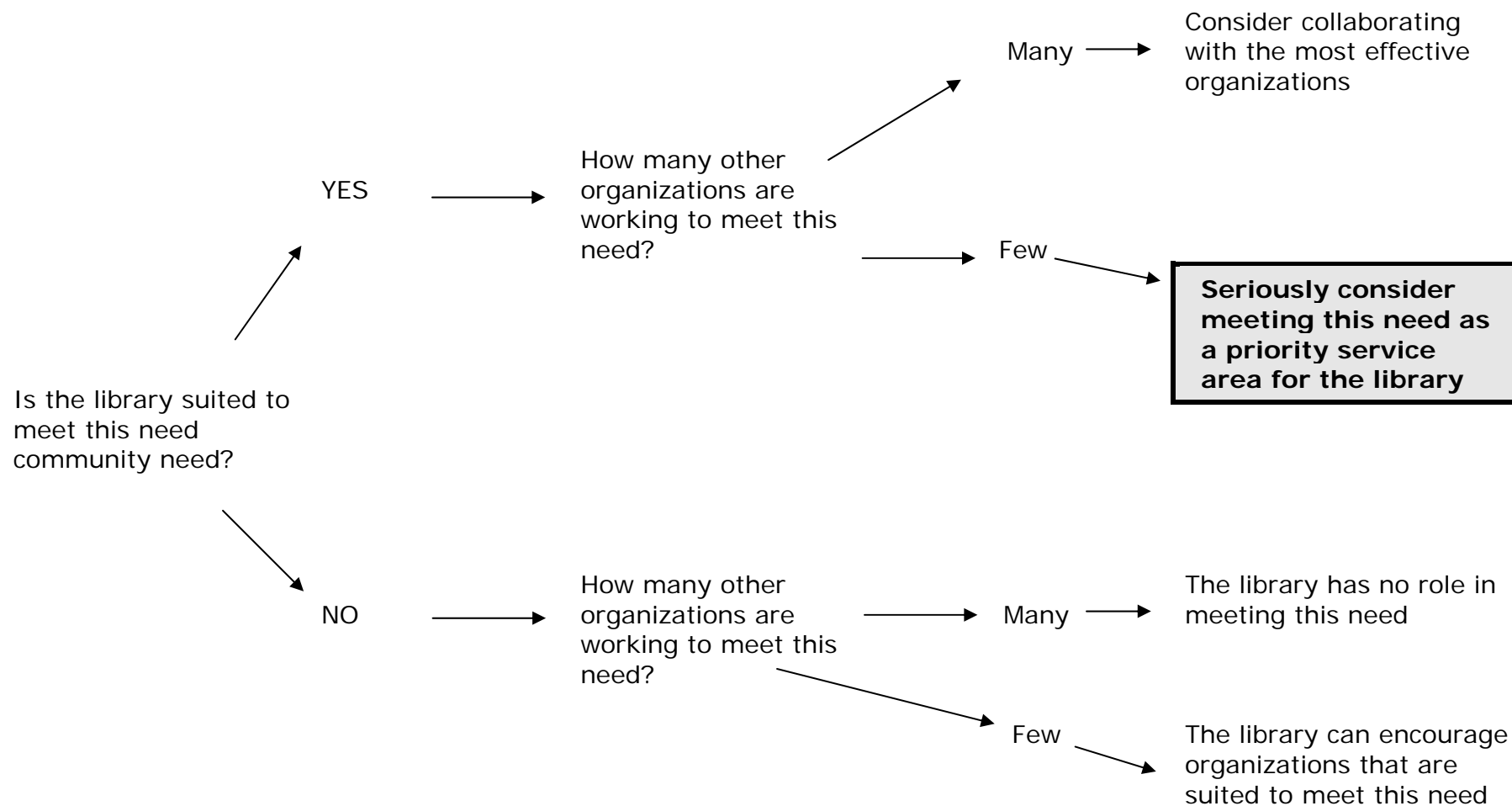
2.

3.

4.

5.

COMMUNITY/LIBRARY NEEDS DECISION TREE



THE NEW PLANNING FOR RESULTS

LIBRARY SERVICE RESPONSES: 1996-2006

BASIC LITERACY: A library that offers BASIC LITERACY service addresses the need to read and to perform other essential daily tasks.

BUSINESS & CAREER INFORMATION: A library that offers BUSINESS & CAREER INFORMATION service addresses a need for information related to business, careers, work, entrepreneurship, personal finances, and obtaining employment.

COMMONS: A library that provides a COMMONS environment helps address the need of people to meet and interact with others in their community and to participate in public discourse about community issues.

COMMUNITY REFERRAL: A library that offers COMMUNITY REFERRAL addresses the need for information related to services provided by community agencies and organizations.

CONSUMER INFORMATION: A library that provides CONSUMER INFORMATION service helps to satisfy the need for information that impacts the ability of community residents to make informed consumer decisions and to help them become more self-sufficient.

CULTURAL AWARENESS: A library that offers CULTURAL AWARENESS service helps satisfy the desire of community residents to gain an understanding of their own cultural heritage and the cultural heritage of others.

CURRENT TOPICS & TITLES: A library that provides CURRENT TOPICS & TITLES helps to fulfill community residents' appetite for information about popular cultural and social trends and their desire for satisfying recreational experiences.

FORMAL LEARNING SUPPORT: A library that offers FORMAL LEARNING SUPPORT helps students who are enrolled in a formal program of education or who are pursuing their education through a program of home-schooling to attain their educational goals.

GENERAL INFORMATION: A library that offers GENERAL INFORMATION helps meet the need for information and answers to questions on a broad array of topics related to work, school, and personal life.

GOVERNMENT INFORMATION: The library that offers GOVERNMENT INFORMATION service helps satisfy the need for information about elected officials and governmental agencies that enable people to participate in the democratic process.

INFORMATION LITERACY: A library that provides INFORMATION LITERACY service helps address the need for skills related to finding, evaluating, and using information effectively.

LIFELONG LEARNING: A library that provides LIFELONG LEARNING service helps address the desire for self-directed personal growth and development opportunities.

LOCAL HISTORY & GENEALOGY: A library that offers LOCAL HISTORY & GENEALOGY service addresses the desire of community residents to know and better understand personal or community heritage.

SWOT ANALYSIS OF THE LIBRARY

Directions: Think about the library. How would the service responses selected by the planning committee affect current services and programs? What strengths does the library have in the areas selected as service priorities? What weaknesses does the library have in those areas? Now think about the long-term effect of reallocating resources to accomplish the selected service responses. What opportunities would the library have if resources were reallocated? What threats would library face if they reallocated those resources?

Library Strengths in the Areas Selected as Service Priorities

- 1.
- 2.
- 3.
- 4.
- 5.

Library Weaknesses in the Areas Selected as Service Priorities

- 1.
- 2.
- 3.
- 4.
- 5.

Opportunities for the Library if the New Service Priorities Are Selected

1.

2.

3.

4.

5.

Threats for the Library if the New Service Priorities Are Selected

1.

2.

3.

4.

5.

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: *Current Topics and Titles*

The audience: *Children*

The benefit: *A wide variety of programs, services, and materials to meet the children's recreational and cultural needs*

The goal: *Children in Anytown will have a wide variety of programs, services, and materials to meet their recreational and cultural needs.*

OBJECTIVE: 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: Decide on the standard of progress against which you will compare that measure.
- Step 3: Decide when you want to reach the standard.
- Step 4: Put the measure, the standard of progress, and the timeframe together into a sentence that reads smoothly.

For Example:

The measure: *The number of children enrolled in the Summer Reading Program*

The standard of progress: *Will increase by 10%*

The timeframe: *Each year*

The objective: *Each year, the number of children enrolled in the Summer Reading Program will increase by 10%.*

MEASURING PROGRESS

MEASURE 1: PEOPLE SERVED

- Total number of users served

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

Example: 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

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

Example: 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

What this measures: 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.

Example: 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

What this measures: 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.

Example: Most libraries collect these data to report annually to their state library agency, e.g. "By FY _____, the number of reference 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. If you can answer "Yes" to fifteen or more of the following questions, the program is probably suitable for outcome measurement.

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

9. Are users clearly defined?
10. Do the users participate consistently so you can track their progress?
11. Will users be willing to participate in an evaluation?

The Desired Impact

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

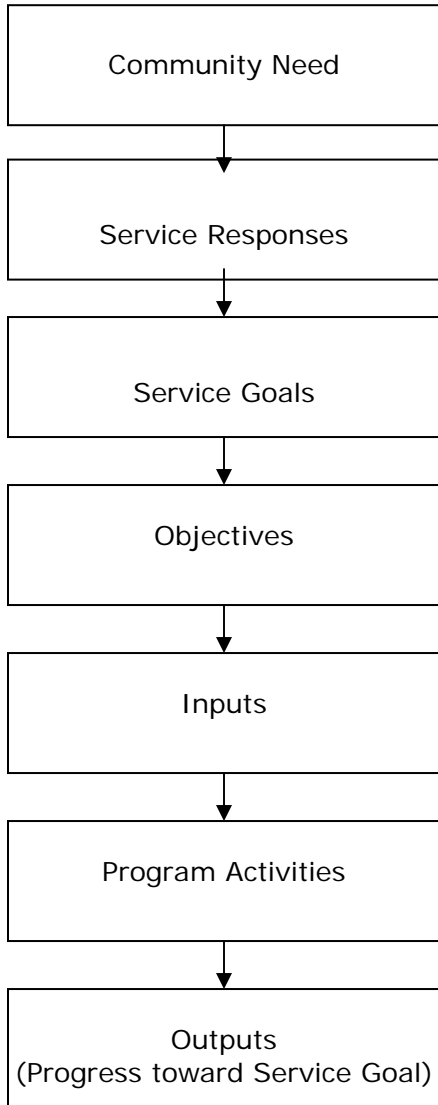
Management, Staff and Stakeholders

14. Do the management and staff have a service or user orientation?
15. Is the program stable enough to undertake this endeavor?
16. Is there library leadership commitment to devote resources to outcome measurement and then to act on the results?
17. Are the program stakeholders supportive?
18. Will measuring outcomes provide useful feedback to improve the program?
19. Will measuring outcomes improve accountability to library or stakeholders by demonstrating effectiveness?

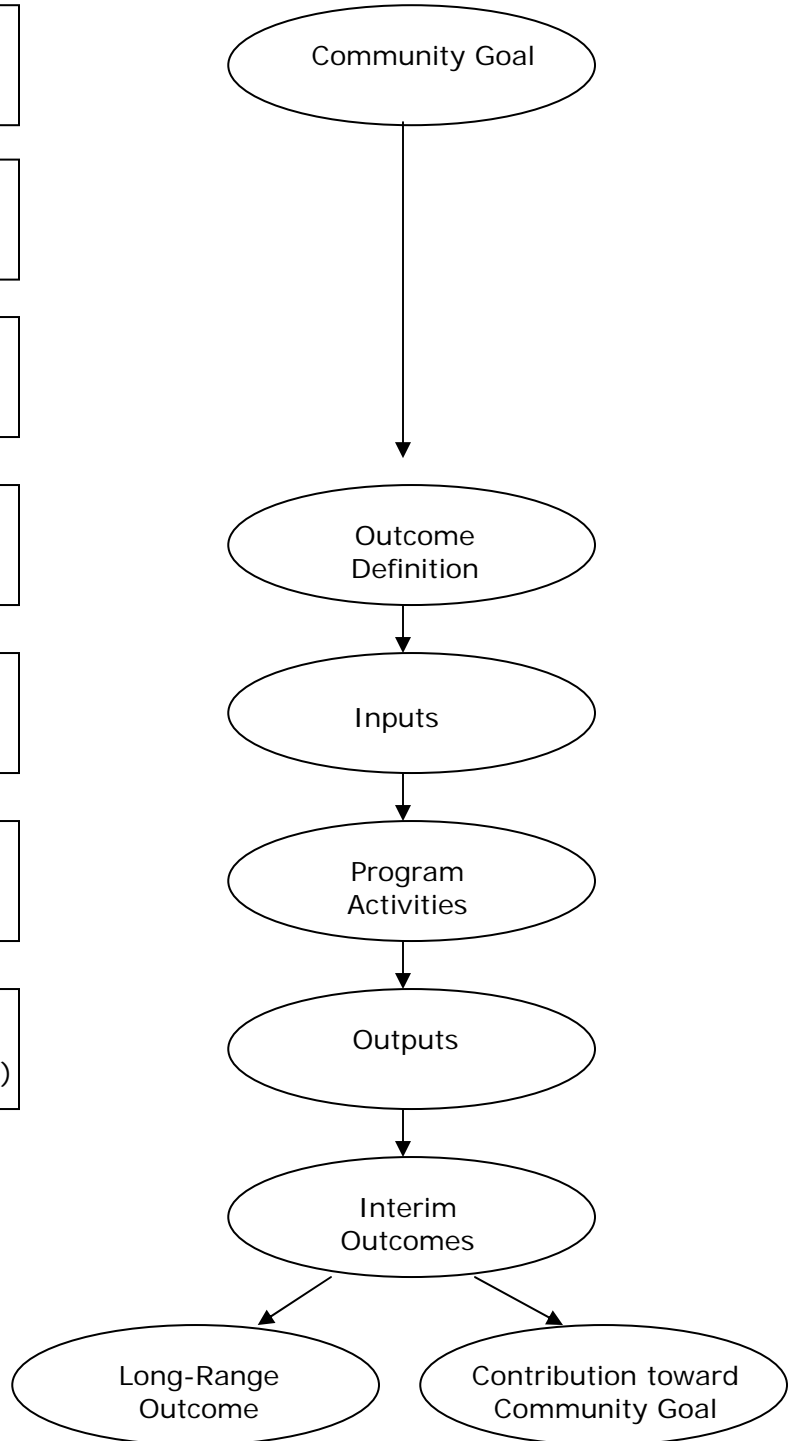
¹ Rhea Rubin, *Demonstrating Results: Using Outcome Measurement in Your Library*, (Chicago: American Library Association, 2006) page 3.

HOW DOES OUTCOME MEASUREMENT FIT WITH THE NEW PLANNING FOR RESULTS?

The New Planning for Result



Outcome Measures



WRITING GOALS AND OBJECTIVES

SERVICE RESPONSE _____

GOAL

The audience: _____

The result or benefit: _____

Goal: _____

OBJECTIVE 1

The measure: _____

The standard: _____

The timeframe: _____

Objective 1: _____

OBJECTIVE 2

The measure: _____

The standard: _____

The timeframe: _____

Objective 2: _____

Write Your Goal

1. Enter the service response below.


Service Response:

2. Enter the target audience (adults, children, all residents, etc.) below.


Audience:

3. Enter the benefit the audience will receive below.

Benefit:

 Click here to see your goal in box below. If you want to make changes in your goal, you can change the text in the *Audience* and *Benefit* boxes and click the red button again.


Goal:

 Click here to write objectives for this goal.


Write Objective 1


The goal you wrote is in the Goal box. Enter the way you will measure progress toward that goal, the standard of success you will use, and the timeframe in the boxes below. Decide the order in which you want those elements to appear in the objective and enter the appropriate numbers in the *Order* boxes in the shaded area to the right of the element. (You must enter the numbers in the Order boxes for this exercise to work.)

Goal	<input type="text"/>	Order <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Measure	<input type="text"/>	
Standard	<input type="text"/>	
Timeframe	<input type="text"/>	

 Click here to see your objective in box below. If you want to make changes, you can change the text in the boxes or the order the text appears in the *Order* boxes and click the red button again.

Objective 1

 Click here to write another objective for this goal.

 If you have finished writing objective for this goal, click here to see a summary of your work,

WRITING THE PLAN

An effective plan is *clear, concise, credible, logical, and persuasive*. Select one of the bad examples below and edit it to reflect the characteristic it exemplifies.

Clear: A clear plan is easy to read and understandable. The language is simple familiar to the reader.

Bad Example: The Anytown Public Library must take action to increase public awareness, through a variety of means including better marketing, PSAs, and the Community Outreach Program, of the Library's mission and goals. The Library must work with the ADDC and other organizations to ensure that Anytown's residents understand the importance of the library to the community as a whole and to the downtown area in particular, while at the same time striving to build relationships with the NDGs throughout the city and with those areas of the county that are served by the library.

Concise: A concise plan is short and to the point. It avoids redundancy.

Bad Example: The Anytown Public Library had its beginnings in 1904 when the Ladies Club formed the Anytown Library Guild. The Anytown Library Guild was originally housed in a room in the home of Mrs. J. C. Jones and the collection was built through donations of books from the entire community. In 1924, the Library Guild passed administrative responsibility for the library to the City of Anytown and the library became The Anytown Public Library. When the city assumed administrative responsibility, the library was moved to a room in the basement of the Anytown Court House.

Credible: A credible plan is accurate and believable. It provides supporting data as needed. It has been proofread and has no grammatical errors.

Bad Example: Anytown has groan a lot over the past decade and it appears that the city will continue to grow rapidly. Some of the new residents will be people who's primary languages is not English and the library will need to develop programs and services to meet the needs of the people. It will require considerable infusion of additional resources to do that.

Logical: A logical plan has been arranged in an orderly pattern that makes sense to the reader.

Bad Example:

Table of Contents:

- I. Summary of the Goals
- II. Members of the Planning Committee
- III. Overview of the Library
- IV. The Planning Process
- V. Goals and Objectives

Persuasive: A persuasive plan convinces people to take certain actions. It includes compelling goals and objectives that motivate members of the community to become library users and advocates.

Bad Examples:

Goal: The library will develop a marketing plan.

Goal: The Library will develop a career ladder system to provide for advancement for all staff.

Objective: By 20xx, library circulation will increase by 2%.

Objective: Each year, library staff will present at least two programs at Head Start agencies.