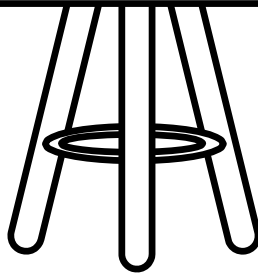


**SAMPLE PFR
PROCESS
WORKFORMS AND
GUIDELINES**



TREE COUNTY PUBLIC LIBRARY STRATEGIC PLANNING PROCESS

Workform A: Reviewing Draft System Goals and Objectives

Branch/Unit: _____

Person Completing the Form: _____

Directions: Distribute the draft TCPL Goals and Objectives to your staff before the meeting. Start the meeting by discussing the draft goals, then discuss the draft objectives. Record any suggested changes in the appropriate places on the form below. BE SURE TO INDICATE THE NUMBER OF THE GOAL OR OBJECTIVE before recording the suggested change. Add additional pages as needed.

Draft Goals

Additions

Deletions

Other Changes

Draft Objectives

Additions

Deletions

Other Changes

General Comments or Suggestions

**THIS FORM MUST BE COMPLETED AND SUBMITTED TO THE
APPROPRIATE PERSON NO LATER THAN [Date].**

TREE COUNTY PUBLIC LIBRARY STRATEGIC PLANNING PROCESS

Workform B: Selecting Branch/Unit Goals and Objectives Guidelines for Branch/Unit Managers

To Begin

1. Schedule a meeting with your staff.
2. Distribute the following documents to the staff:
 - a. The data about the use of your branch/unit or unit services.
 - b. The *Tree County Public Library Goals and Objectives*.
3. Be sure that all staff know that they will be given an opportunity to identify which of the system goals and objectives are most important for your branch/unit.

Leading and Recording Discussion

1. Encourage all staff members to participate in the discussion. Do not let one or two staff members dominate the meeting.
2. If someone feels strongly about an issue, allow a brief discussion of the issue and then move on. Don't let the meeting get bogged down in an endless discussion of a specific topic or issue.

During Meeting One

1. Begin the discussion by briefly describing the PFR process.
 2. Briefly describe the purpose of the meeting. You will be selecting goals and objectives for your branch/unit from the final *TCPL Goals and Objectives*.
 3. Review the data about use in your branch/unit or unit. This information will help to provide a context for making the decisions about branch/unit goals and objectives.
 4. Review and discuss the final system goals.
 - a. ***Be sure that staff understand that you cannot change the wording of the final goals, nor can you add goals to the final list.***
 - b. ***You are not required to select all of the goals. Smaller branches will probably select fewer goals than larger branches, because smaller branches have fewer resources. Units with specialized audiences will select the goals that relate to those audiences.***
 5. Select the goals for your branch/unit. You may want to use the dot process to make your selection. To use the dot process:
 - a. Give each staff member three self-adhesive three colored dots and one self-adhesive star (or a dot of another color).
 - b. Ask each staff member to put the star by the goal that s/he thinks is the most important goal for the branch/unit.
 - c. Ask each staff member to place the three dots by his/her other choices for branch/unit goals. Staff may "bullet vote" by giving a goal more than one dot.
-

- d. Count the number of star votes for each goal.
 - e. Count the number of dots that were placed by each goal.
 - f. Share and discuss the outcome of the vote. Is there a difference in priority between the star votes and those of the three dots? Are clear priorities and consensus emerging?
 - i. If there is general agreement on the goals for the branch/unit, move on to the step 6.
 - ii. If there is not general agreement on the goals for the branch/unit, allow each staff member to briefly describe the reasons for his/her selections and then repeat the dot exercise.
 - g. Ideally, the decisions about branch/unit goals will be made by consensus. However, you are the Branch/Unit Manager and you are ultimately responsible for the selections that are made. You can override the staff vote or break deadlocks if necessary.
6. Select the objectives for the goals that were selected in the previous step. ***Be sure that staff understand that you are cannot change the wording of the final objectives, nor can you add objectives to the final list.***
- a. In most cases you will select all of the objectives for the goals that you selected in step 5, but there may be reasons why one or more objectives do not apply to your branch/unit.
 - b. Discuss the objectives for each goal with the staff. Ask if there are any reasons for excluding one or more of the objectives.
 - i. If a staff member suggests excluding an objective, ask for his/her reasons. Encourage the rest of the staff to discuss the reasons given.
 - ii. If there seems to be a consensus to remove the objective, make a note of that and move on.
 - c. Ideally, the decisions about branch/unit objectives will be made by consensus. However, you are the Branch/unit Manager and you are ultimately responsible for the selections that are made. You can override the staff vote or break deadlocks if necessary.
7. Discuss the appropriate branch/unit measures of success for each selected objective with staff and modify branch/unit objectives as needed.
- a. Each system objective includes a measure, a standard of program success against which to compare that measure, and a timeline for completion. For example:

Objective: By FY09/10, at least 8,800 teens and adults will participate in programs and activities sponsored or co-sponsored by the Gwinnett County Public Library.

 - Measure: *# of teens and adults who participate in programs and activities sponsored or co-sponsored by the Gwinnett County Public Library*
 - Standard of program success: *at least 8,800*
 - Timeframe: *By FY09*
 - b. Review the standard of program success for each of the system objectives. As written, the standards reflect the total expectation for all of the branches in the system. Each branch/unit will develop a standard of success for that branch/unit for each selected objective.
-

- c. Determine what standard of program success you will work toward for each objective you have selected.
 - i. If the standard of program success for the system is expressed as a percentage increase, the standard of program success you select must be at least as large as the system standard for that objective. For example, if you select an objective that has a 10% increase as the standard of program success for the system, then your local standard of program success should be at least a 10% increase.
 - ii. If the standard of program success for the system is expressed as a number, the standard of program success you select will be a portion of that number. In the example in 7a. the standard of program success was 8,800 teens and adults. You will have to determine how many of expected 8,800 teens and adults will attend programs at your branch/unit.
- d. Data from your branch/unit will be collected and included in the statistics for all of the measures in the system goals and objectives. However, you will not be expected to reach any particular standard of program success for the objectives that you do not select. Don't worry about the data collection *process* now. Any data that can be collected system-wide will be, and complete instructions will be provided for collecting any data required from the individual branch/unit libraries.

After Meeting One

1. Use the results of your meeting to complete Workform B: TCPL Branch/unit Goals and Objectives.
 - a. You can complete an electronic copy of the form by opening the *Workform B: TCPL Branch/unit Goals and Objectives* file and saving it to the *Documents* folder on your computer. The workform is a Word file and you can enter data directly onto the workform using that program. This is the preferred way for you to prepare and submit your report.
 - b. If there is a reason you cannot use the electronic workform to record the record the results of your meeting, you can complete a paper copy of the form by printing the workform and filling in the blanks with a pen.
 2. Review the completed workform with the Head of Branch Services or the Head of the Central Library.
-

TREE COUNTY PUBLIC LIBRARY STRATEGIC PLANNING PROCESS

Workform B: Selecting Branch/Unit Goals and Objectives

Branch/unit: _____

Part I: Goals and Objectives

Directions:

1. Enter the goals and objectives selected by your branch/unit in Part A below.
2. Change the standard of progress in each selected objective to the branch/unit standard.
3. Change all instances of "TCPL" to the branch/unit name.

A. Branch/unit Goals and Objectives:

Part II: Rationale – Goals

Directions:

1. Indicate whether or not you selected each goal by placing an X in the appropriate box in the "Selected" column.
2. Explain your decision in the "Rational for Decision" box. You can type directly into the box, which will expand as you type.

| Goal | Selected | | Rationale for Decision |
|--------|----------|----|------------------------|
| | Yes | No | |
| Goal 1 | | | |
| Goal 2 | | | |
| Goal 3 | | | |
| Goal 4 | | | |
| Goal 5 | | | |
| Goal 6 | | | |

Part II: Rational – Objectives

1. If you decided not include one of more of the objectives for the goals you selected, list those objectives by their number (1.2, 3.4 etc.) in the table below. If you need to add more lines, place the cursor in the last row and press the Tab key.
2. Explain why excluded each of the objectives that you listed. You can type directly into the box, which will expand as you type.
3. If you did not exclude any objectives, place an X here: _____

| Objective # | Rationale for Exclusion |
|-------------|-------------------------|
| | |
| | |
| | |
| | |
| | |
| | |

Part III: Review and Approval

Reviewed and Approved by:

Branch/Unit Librarian: _____ Date: _____

Head of Branch Services/Central: _____ Date: _____

TREE COUNTY PUBLIC LIBRARY STRATEGIC PLANNING PROCESS

Workform C: Selecting Branch/Unit Activities Guidelines for Branch/Unit Managers

PART I: IDENTIFY CURRENT OR POSSIBLE BRANCH/UNIT ACTIVITIES

A. Identify Current Branch/Unit Activities

1. Review the goal and its supporting objectives.
2. Ask each staff member to develop a list of current activities that support the goal.

B. Review, Categorize, and Organize Current Activities

1. After each staff member has had a chance to develop his/her own list of current activities, bring the staff together and briefly discuss the process you will be using to record their work.
2. Ask a staff member to read his/her first activity and record the activity on a flip chart. As you record each activity:
 - a. Ask staff if anyone else identified a similar activity. If so, merge the activities into a single activity before recording.
 - b. Ask staff to consider if any of the activities they identified might actually be tasks or steps of the activity you are recording. If so, ask them to remove the task or step from their lists.
3. Continue recording activities as described in 2a-b. Ask each staff member in turn to read one of his/her activities until all activities have been recorded.
4. When all of the current activities have been recorded, tape the sheets with the activities on the wall. Ask staff to read through the activities one more time.
 - a. Identify and merge similar activities.
 - b. Delete items that are tasks and steps of identified activities.
 - c. If there are one or more items that appear to be tasks or steps but don't seem to apply to any identified activity, identify the activity they support and add it to the list. Then delete the tasks or steps.
5. Prepare a list of current activities and record them in the "Activity" column of *Workform C: Branch/unit Activities*.

C. Identify New or Modified Activities

1. Brainstorming is an excellent way to develop a creative list of new ideas. Distribute the *Rules for Brainstorming* (a copy is attached) and review them with staff.
 2. Review the goal and objectives with staff again.
 3. Explain that the purpose of the brainstorming exercise is to identify new activities or modifications in current activities that would support the goal.
 4. Give staff a few minutes to think about new or modified activities.
-

5. Start the brainstorming by asking one staff member to give one idea for a new or modified activity. Record the idea on a flip chart and move on to the next staff member. Continue until all staff members have had a chance to state all of their ideas.

D. Review, Categorize, and Organize New or Modified Activities

1. When all of the suggested new or modified activities have been recorded, tape the sheets with the activities on the wall. Ask staff to read through the activities.
2. Identify and merge similar activities.
3. Delete items that are tasks and steps of identified activities.
4. If there are one or more items that appear to be tasks or steps but don't seem to apply to any identified activity, identify the activity they support and add it to the list. Then delete the tasks or steps.
5. If more ideas for new or modified activities emerge during the discussion, record them.
6. Prepare a list of new or modified activities and record them in the "Activity" column of *Workform C: Branch/unit Activities*.

PART II: EVALUATE THE EFFECTIVENESS OF CURRENT OR POSSIBLE BRANCH/UNIT ACTIVITIES

A. Review the *Effectiveness Scale*

1. Discuss each *Effectiveness Scale* with the staff and be sure that they understand the scale and the evaluation process.
2. You may want to use the *Anytown Branch/unit Case Study* to help staff become comfortable using the scale.

Effectiveness Scale

| <u>Target Audience</u> | <u>Result Produced</u> | <u>Audience Response</u> |
|---------------------------------|-------------------------------|---------------------------------|
| 1 = 40% of the audience | 1 = Very high | 1 = Users will love it |
| 2 = 25% of the audience | 2 = High | 2 = Users will like it a lot |
| 3 = 10% of the audience | 3 = Moderate | 3 = Users will think it is OK |
| 4 = 5% of the audience | 4 = Low | 4 = Users will not care much |
| 5 = 1 % or less of the audience | 5 = None | 5 = Users will not care at all |

B. Evaluate Activities

1. Discuss the potential effectiveness of each activity *in relation to goal and objectives* under review..
2. Rank each activity the criteria in the *Effectiveness Scale*.

C. Record Results

1. Record your evaluation in the appropriate columns on *Workform C: Branch/Unit Activities*
-

PART III: SELECT PRELIMINARY BRANCH/UNIT ACTIVITIES

A. Select Preliminary Activities

1. Review the effectiveness rankings of both current and new or modified activities with staff.
2. Allow staff to discuss the effectiveness rankings that were assigned during Parts I and II. Effectiveness rankings can be revised during this part of the process if necessary.
3. Based on the preliminary effectiveness rankings, select the activities for this goal for the next fiscal year.
 - a) There is no specific number of activities that you should select for each goal.
 - b) The activities you select, taken together, should result in your branch/unit meeting the standards of program success that you set in the objectives for this goal on *Workform A: Branch/Unit Goals and Objectives*.
 - c) You will be identifying activities for all of the goals that you selected on Workform A.
 - d) You will have to reallocate your resources to support all new or expanded activities.

B. Identify Activities as Current, Modified, or New

1. **Current:** *This is an activity that you plan to provide exactly as it is being provided now. The activity will require no new resources and you do not plan to reduce the resources currently allocated to support it.*
 2. **Modified:** *This is an activity that you are currently providing and plan to continue to offer in a modified form. You may be planning to expand the activity by adding more resources to support it, or you may be planning to limit the activity by reducing the resources allocated to support it.*
 3. **New:** *This is an activity that is not being offered in any form in your Branch/unit at this time.*
-

RULES FOR BRAINSTORMING

1. Be creative. Push the limits.
 2. Never criticize anyone's ideas. There are no right answers or wrong answers.
 3. The more ideas you contribute the better. Quantity is more important than quality.
 4. Free-associate ideas.
 5. Build on the ideas of others.
 6. Don't discuss ideas or stop for explanations.
 7. Record all ideas exactly as they are stated.
 8. Take turns making suggestions. Contribute one idea each time it is your turn.
-

TREE COUNTY PUBLIC LIBRARY STRATEGIC PLANNING PROCESS

Workform C: Selecting Branch/Unit Goals and Objectives

Branch/Unit: _____

Goal (complete a copy of Workform C for each goal on Workform B): _____

Parts I and II: See *Guidelines, Parts I and II* for instructions on how to complete the following table.

| Branch/unit Activity | Target Audience | Result Produced | Audience Response |
|----------------------|-----------------|-----------------|-------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |
| 12. | | | |
| 13. | | | |
| 14. | | | |
| 15. | | | |
| 16. | | | |
| 17. | | | |
| 18. | | | |
| 19. | | | |
| 20. | | | |
| 21. | | | |
| 22. | | | |
| 23. | | | |
| 24. | | | |

Part III: See *Part III of the Guidelines* for instructions on completing the following table.

| Selected Branch/unit Activities | Current | Modified | New |
|--|----------------|-----------------|------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |
| 12. | | | |
| 13. | | | |
| 14. | | | |
| 15. | | | |
