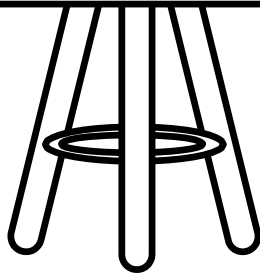


**YOUR PLAN**



# YOUR PLAN

## AGENDA

Implementing for Results: Putting It All Together

What's Next for Your Library?

- Sample Planning Timeline
- Your Plan
- Plan to Plan
- Plan to Identify Activities
- Plan to Identify Organizational Competencies

## IMPLEMENTING FOR RESULTS SUMMARY PUTTING IT ALL TOGETHER

<b>Community Need</b>	Anytown Public Library serves a community that includes a large number of families with young children. The community is made up primarily of lower- and middle-class families and in most families both parents work. Parents don't have time to read to their children to help them develop a love of books and reading.
<b>Service Response/Priority</b>	Lifelong Learning
<b>Goal</b>	Preschool children will develop a love of books and reading.
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Each year, at least X individual children under the age of six will participate in one or more library-sponsored programs.</li> <li>2. By the end of 2008/09, the circulation of easy books and picture books will increase by 15%.</li> <li>3. By the end of 2008/09, 65% of preschool caregivers will indicate that the library played an important role in introducing children to the love of books and reading.</li> </ol>
<b>Activity (one of several under this goal)</b>	Plan and present four programs a month in day care centers in Anytown.
<b>Measures of Effectiveness</b>	
Target Audience Served:	There are 2,000 preschool children in Anytown. There are 30 preschools in Anytown with an average enrollment of 40 children each. All children in day care centers will participate in at least one program during the year. The activity will reach 60% of the target audience.
Affect on Result:	Affects Objective 1 and 3 directly and 2 indirectly
Audience Reaction:	The day care providers will be positive. The children will love the programs.
<b>Resources Required</b>	
Staff Time:	4 hours per week; 12 hours per month, 144 hours per year.
Staff KSAs:	Ability to plan and present story programs for preschool children; ability to drive.
<b>Implementation Plan</b>	<p>Develop a timeline for the activity.</p> <p>Develop a Fact Sheet about the activity to introduce the program day care providers.</p> <p>Meet with day care providers to offer to present story programs.</p> <p>Schedule visits with day care providers to present the programs.</p> <p>Develop a six-month schedule of programs; update as needed.</p> <p>Plan story programs each month.</p> <p>Present story programs each month.</p> <p>Evaluate program at end of each visit.</p>
<b>Monitor and Adjust</b>	<p>Develop a monthly report form that includes the number of children reached and evaluation of day care providers.</p> <p>Complete form and review with supervisor monthly.</p> <p>Make adjustments in the activity as needed.</p>

Adapted from a handout developed by Kathy Schalk-Greene during the 2005 Implementing for Results Train-the-Trainer program.



## YOUR PLAN TO PLAN WHERE ARE YOU IN THE PROCESS?

	Started	Completed	Will Start (date)
1. Identified Community Needs			
2. Identified Service Goals			
3. Identified Service Objectives			
<b>If you have not completed steps 1-3, develop a <i>Plan to Plan</i> (page 4).</b>			
4. Identified Current Activities			
5. Identified New or Revised Activities			
6. Evaluated Effectiveness of Activities			
7. Selected Final Activities			
<b>If you have completed steps 1-3, but not steps 4-7, develop a <i>Plan to Identify Activities</i> (page 5).</b>			
8. Identified Organizational Competencies and Initiatives			
<b>If you have completed steps 1-7, but not step 8, develop a <i>Plan to Identify Organizational Competencies</i> (page 6).</b>			
9. Reallocated Staff Resources			
10. Reallocated Collection Resources			
11. Reallocated Technology Resources			
12. Reallocated Facility Resources			
13. Working on Selected Initiatives			
14. Collecting Needed Data			
15. Monitoring Progress			
<b>If you have completed steps 1-8, but not steps 9-12, use the information on Implementation (tab 7) to develop a plan for implementation.</b>			

# PLAN TO PLAN

## TENTATIVE PLANNING DATES

Complete Preliminary Plan to Plan: \_\_\_\_\_  
Present to Board for Approval: \_\_\_\_\_  
Appoint Planning Committee: \_\_\_\_\_  
Orient Staff and Board: \_\_\_\_\_  
Planning Committee Meeting One: \_\_\_\_\_  
Planning Committee Meeting Two: \_\_\_\_\_  
Present Suggested Priorities to Board for Approval: \_\_\_\_\_  
Draft Goals and Objectives: \_\_\_\_\_  
Final Goals and Objectives: \_\_\_\_\_  
Planning Committee Meeting Three: \_\_\_\_\_  
Final Board Approval of Plan: \_\_\_\_\_

## FACILITATOR DECISIONS

Will you use an outside facilitator? \_\_\_\_ Yes \_\_\_\_ No

If Yes:

Paid or unpaid? \_\_\_\_\_  
Who will you consider asking? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If No:

Who will lead the committee meetings? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
What training or tools will the person need? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## BUDGET

Facilitator	_____
Food	_____
Coffee, tea, donuts, etc:	_____
Lunch	_____
Other	_____
Mailing costs	_____
Other costs	_____
TOTAL	_____

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# PLAN TO IDENTIFY ACTIVITIES

## TENTATIVE DATES TO IDENTIFY ACTIVITIES

- Design Process: \_\_\_\_\_
- Present Process to Administration for Approval: \_\_\_\_\_
- Train Staff to Use Process: \_\_\_\_\_
- Identify Current Activities: \_\_\_\_\_
- Identify New Activities: \_\_\_\_\_
- Organize Activities: \_\_\_\_\_
- Evaluate Activities: \_\_\_\_\_
- Select Preliminary Activities: \_\_\_\_\_
- Complete Gap Analyses, As Needed: \_\_\_\_\_
- Select Final Activities: \_\_\_\_\_
- Plan to Address Ineffective Activities: \_\_\_\_\_
- Get Approval for Final Activities \_\_\_\_\_
- Communicate Decisions to Staff: \_\_\_\_\_

## DECISIONS ABOUT THE ACTIVITY PROCESS

Who will be involved in designing the activity process?

How will you involve staff in the process of identifying activities?

- \_\_\_\_ Staff in each unit will identify current and new activities.
  - \_\_\_\_ Unit managers will work together to identify current and new activities; managers will be encouraged get ideas from their staff about current and new activities.
  - \_\_\_\_ Cross functional teams will be appointed to identify current and new activities.
  - \_\_\_\_ Open meetings to discuss current and new activities for each goal will be held and staff can choose to participate in those that interest them.
  - \_\_\_\_ Other \_\_\_\_\_
-

# PLAN TO IDENTIFY ORGANIZATIONAL COMPETENCIES

## TENTATIVE DATES TO IDENTIFY ORGANIZATIONAL COMPETENCIES

Design Process: \_\_\_\_\_

Inform Board of Process: \_\_\_\_\_

Present Process to Administration for Approval: \_\_\_\_\_

Identify Needed Organizational Competencies: \_\_\_\_\_

Identify Initiatives for Each Competency: \_\_\_\_\_

Get approval for Organizational Competencies and Initiatives \_\_\_\_\_

Communicate Decisions to Staff: \_\_\_\_\_

## DECISIONS ABOUT THE ORGANIZATIONAL COMPETENCY PROCESS

Who will be involved in designing the organizational initiative process?

Will the board be involved in this process and if so how?

Who will identify the organizational initiatives?

\_\_\_\_ Senior managers will review the strategic plan and identify organizational competencies and initiatives.

\_\_\_\_ Unit managers will work together to identify possible organizational competencies and initiatives.

\_\_\_\_ Other \_\_\_\_\_

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