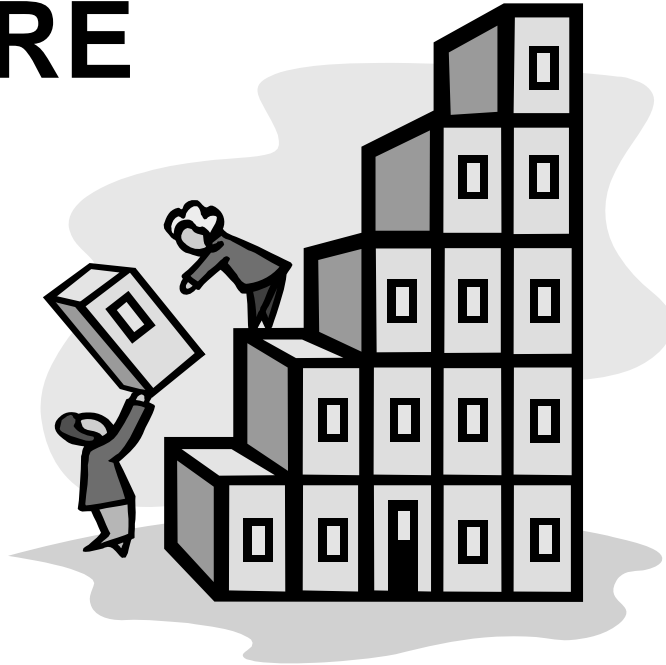# BUILDING FOR THE FUTURE

PLANNING FOR RESULTS IN YOUR LIBRARY

A Program for Library Managers and Trustees
Presented During the
2005 Montana State Library Summer Institute
By Sandra Nelson
(www.sandranelson.com)

June, 2005

BUILDING THE FUTURE
Planning for Results in Your Library

AGENDA

Every Library Starts from Someplace Different

Key Points

The NEW Planning for Results

In the Beginning: The Planning Committee is the Key

Hiring a Consultant: Pros and Cons

User Needs: The Foundation of All Successful Plans

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

Goals and Objectives: The Results Your Library Wants and How Those Results Will Be Measured

Plan to Plan: What's Next for You?

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 to determine the 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.
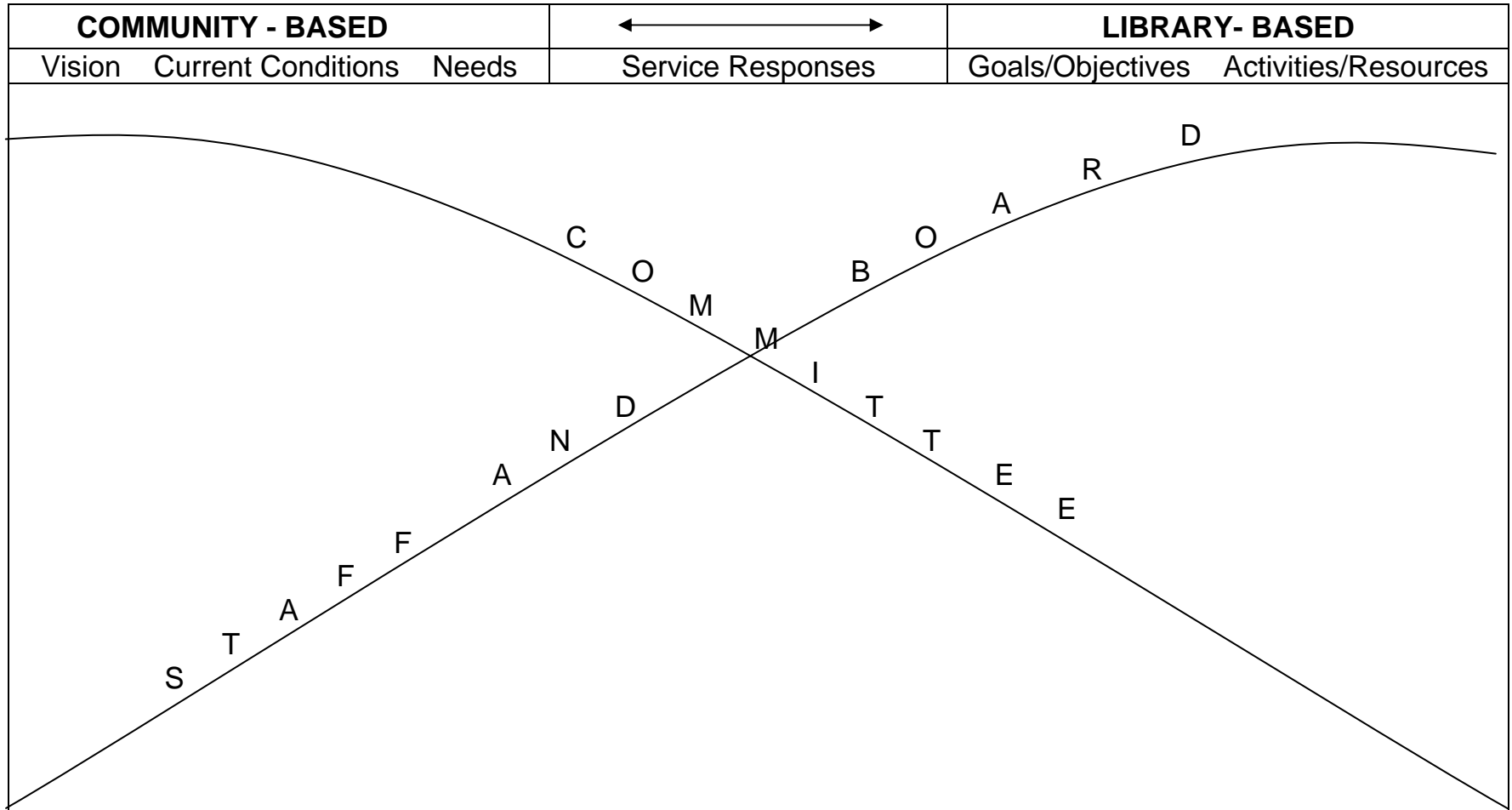
MEASURES OF PROGRESS: There is a strong emphasis on measurement and evaluation in *The New Planning for Results,* which includes three categories of measures:
-   Number of people served (both total number of users and individual users)
-   How well the service met the needs of the people served
-   Total units of service delivered

RESOURCE ALLOCATION: *The New Planning for Results* stresses the importance of allocating the resources required to actually implement the library's plans. The resource allocation chapter focuses on staff, facilities, collections, and technology and is intended to be used in conjunction with *Managing for Results: Effective Resource Allocation for Public Libraries.* Together these two documents provide a variety of tools to help library staff, managers, and board members determine what resources they will need to accomplish their goals and objectives and how they will obtain those resources.

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 - BASED			←————————→	LIBRARY- BASED	
Vision	Current Conditions	Needs	Service Responses	Goals/Objectives	Activities/Resources

STAFF AND COMMITTEE

BOARD

SELECTING COMMITTEE MEMBERS

1. It is important to involve *stakeholders* in the process. Stakeholders can be defined as people or groups who can affect or will be affected by an action. There are two kinds of stakeholders for you to consider:

    *   Library stakeholders: Staff and board members are clearly library stakeholders. You might also want to include friends groups, foundations, etc.

    *   Community stakeholders: Start by identifying community decision-makers. Who in your community can influence elected officials? Who are the leaders of the various groups and organizations that combine to make up the fabric of your community? Review the groups in the Community Stakeholders list on the next page to see which apply to your community.

2. You will 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*.

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

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	
Pro	*Con*	*Pro*	*Con*
1. Respected in the community and brings credibility to the process 2. May be able to help identify other community leaders 3. Participation may encourage others to participate	1. May not have the skills needed to ensure that all members fully participate in the decision-making 2. May become too involved in managing the committee to participate effectively in decision-making 3. May be so busy with other commitments to manage chair responsibilities effectively	1. Trained to ensure that groups work together effectively 2. Has the skills to manage difficult committee members without confrontation 3. Can focus solely on the group interactions without being distracted by content issues. 4. Perceived by the group and by staff as being neutral	1. Can be difficult to identify good facilitators 2. May need an extensive orientation to the library planning process if non-library facilitator 3. May charge a fee

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
All children	*will receive the education they need to secure employment that provides a living wage.*

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.

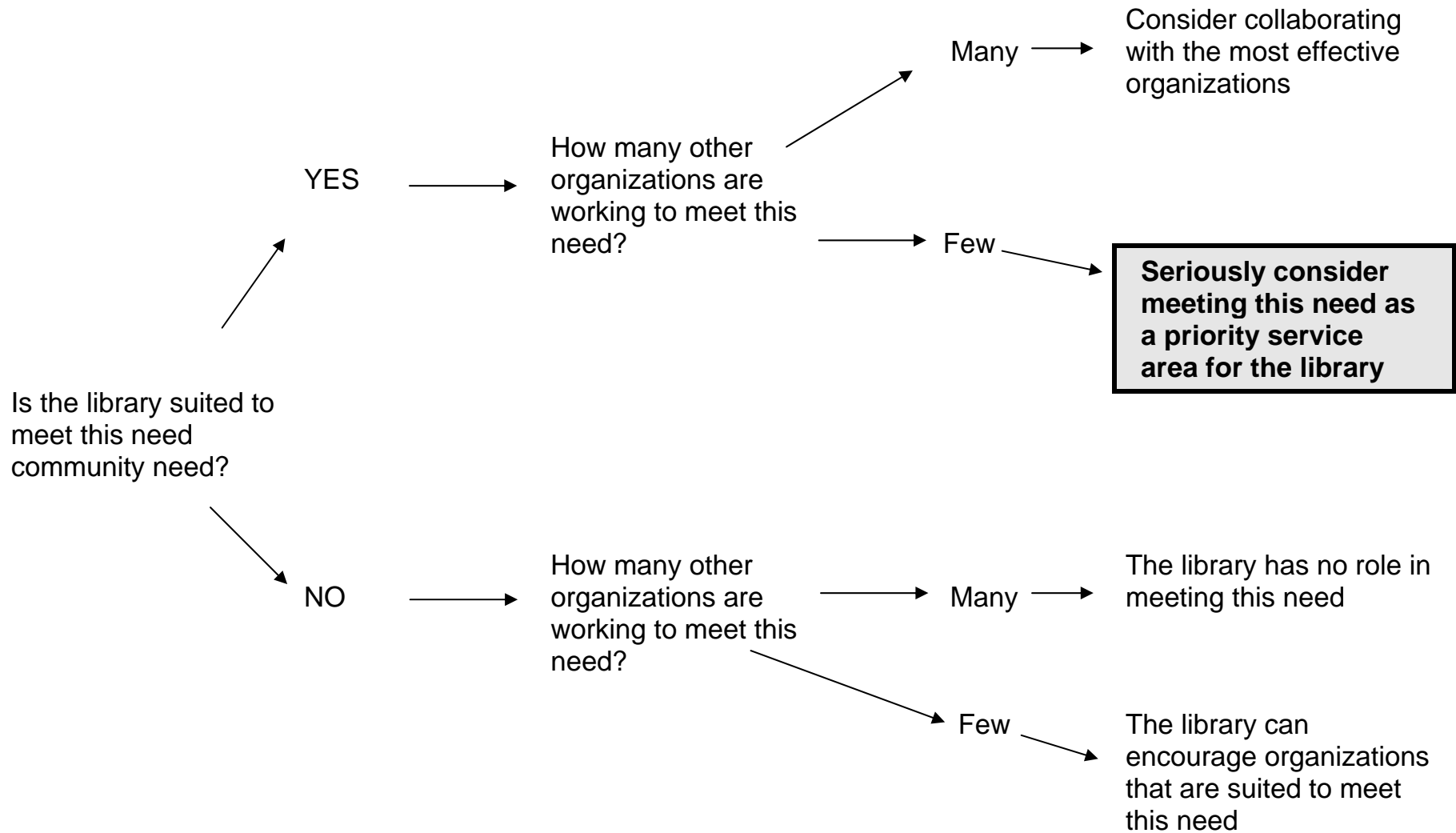**Threats for the Community in the Coming Years**

1.

2.

3.

4.

5.

COMMUNITY/LIBRARY NEEDS DECISION TREE

Is the library suited to meet this need community need?

→ **YES** → How many other organizations are working to meet this need?

- **Many** → Consider collaborating with the most effective organizations
- **Few** → **Seriously consider meeting this need as a priority service area for the library**

→ **NO** → How many other organizations are working to meet this need?

- **Many** → The library has no role in meeting this need
- **Few** → The library can encourage organizations that are suited to meet this need

THE NEW PLANNING FOR RESULTS
LIBRARY SERVICE RESPONSES

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.

SERVICE RESPONSE: CURRENT TOPICS & TITLES

Example of Needs Addressed by this Service Response

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.

What the Library Does and Provides

The library will provide a current collection with sufficient copies of titles in high demand to ensure customer requests are met quickly. Materials will be offered in the formats and in the languages people want and will be selected primarily on the basis of local demand. The library's collections will be organized in ways that make items easy to find and will be merchandised to the public through the use of displays and display shelving. Staff knowledgeable of the content of best-selling titles and the style of popular authors and performers will offer expert guidance to the public. The library will monitor pre-publication review sources and publisher advertising campaigns in order to anticipate public demand. The library may track personal appearances, media appearances, publicity tours of authors, and the schedules and media reviews of artist's performances for the same reason. The library may offer programs such as book talks, book signings, performances, and exhibits that promote current and forthcoming releases.

Some Possible Components of Current Topics & Titles Service

- Book talks
- Author book signings
- Reader's advisory services
- Preview stations for videos and recordings
- Display shelving
- Drive through check-out and/or return

Target Audiences & Service Aspects

Target Audiences: CURRENT TOPICS & TITLES can be targeted to the general adult public as well as to other age groups such as young adults children.

Service Aspects: A library could choose to narrow the scope of this service by offering a current popular collection of materials in a particular format such as video.

Resource Allocation Issues to Consider

Staff: Staff providing CURRENT TOPICS & TITLES service need to be knowledgeable about popular culture and literature. Staff will need to spend a significant amount of time keeping current with what's *in* and what's *out*. Staff members should have broad personal interests and should frequently read, view, and listen to the types of materials the public is demanding. Skill in marketing and merchandising, including public relations, is an asset.

Collection/Information Resources: Popular demand is the primary criteria for the collection that supports CURRENT TOPICS & TITLES service and, consequently, the collection should reflect library user preferences. Non-fiction and fiction titles, paperbacks and hardbound books, popular magazines and non-print materials such as video and audio formats should be provided. Libraries may offer CD-ROMs, multimedia kits, puppets, and computer games. Quantities of popular titles in all formats should be sufficient to make the library a dependable source of high demand items.

Facilities: Display shelving, display end panels, and other furnishings that allow for the effective merchandising of materials should be provided. Broad aisles that encourage browsing should be a standard design feature. A pleasant atmosphere should be created by providing comfortable chairs and excellent lighting. Innovative approaches to creating unique environments such as coffee bars should be considered.

Technology: Computers can assist staff in providing a high level of reader's advisory service. For example, library users can be supplied with information about authors, musical performers, or movie producers who share a similar style. Offering this type of special service through a library web page or pages should be considered. Libraries may offer listening and viewing facilities for browsing and previewing purposes. The online public access catalog should be available by dialing-in from home and should offer services such as patron initiated holds. The library might provide access to commercial online services, which provide fiction readers' advisory assistance.

Possible Measures to Consider When Developing Objectives

People served

Total number of users served (this measures the total number of users who used a service during a given time period)

- Number of people who attended programs related to current topics and titles.
- Number of people who attended exhibits related to current topics and titles.

Number of unique individuals who used the service (this measures the total number of unique individuals who used the service during a given time period regardless of how many times they used the service)

- Number of unique individuals who participated in the library sponsored new foreign films discussion group.

- Number of unique people who participated in at least one of the library sponsored new books discussion groups.

How well the service met the needs of people served

- Percent of people who used the current fiction collection who indicated on a survey that the materials were useful to them.

- Percent of people who used the video collection who indicated on a survey that the collection met their needs.

- Percent of people who used the media collection who indicated on a survey that they almost always able to find something of interest.

- Percent of people who indicated on a survey that they used the library to obtain recreational materials.

Total units of service delivered

- Circulation of new books.

- Circulation of books on tape.

- Number of times the Readers' Advisory database was accessed.

- Number of unique current titles and topics booklists produced.

- Number of current topics and titles displays created.

Current Topics & Titles Stories

Westlake Porter Public Library (Westlake, OH - Service Population: 30,000)

The Westlake Porter Public Library subscribes to the notion that it takes more than just a good collection of recent materials to offer high quality Current Topics & Titles service. The Library places great emphasis on customer satisfaction in everything it does and customer satisfaction in this service area requires excellence in readers' advisory service. Each monthly reader's advisory meeting includes a presentation and discussion of a different genre or reading topic. Public service staff members make the presentations on which the discussion is based.

The Library also offers *Novelist* on its Internet stations. Additionally, the library staff has been active in building its own database into a powerful readers' advisory tool that is used independently by the public and by the staff in assisting library customers. The Westlake Porter Library distributes 1,000 copies of a publication called *Book Page* each

month. The Library's name, logo and information about its services are imprinted on the front and back covers of this commercial tabloid which covers new and forthcoming titles.

Another example of the Library's attention to customer satisfaction is its policy of buying one additional copy of a title for every two reserves that are placed on an item. Additional copies are purchased through local retail outlets if it appears that normal supply channels will delay getting the materials on the shelf. Weeding in the popular materials collection takes place at least five times each year. Surplus copies of popular titles are sold by the Friends of the Library for $ 3.00 each while they are still relatively new but supply exceeds demand.

Churchill County Library (Fallon, NV - Service Population 21,000)

The odds are in your favor if you're looking for something good to read, view, or listen to in Fallon, Nevada. The Churchill County Library prides itself on being very responsive to public demand and has a collection and usage statistics that reflect its success. The Library enjoys a circulation per capita of nearly seven in spite of having a staff of less than seven full-time equivalents.

Employment in the Fallon area is dominated by the Navy and by mining companies. Pay scales are relatively low; there are many children and at-home moms in the area, and inexpensive recreational opportunities are fairly limited. The Library fills a real need by supplying recreational reading materials, video tapes, books-on-tape, and audio compact discs. Circulation of videos accounts for over 10% of the library's total circulation. The library has also developed significant collections of inspirational and Christian fiction in response to popular demand. The recent addition of public Internet service has added a new dimension to current topics and titles service. Library users can now locate up-to-date information on hot topics such as news, sports, music, and entertainment.

Current Topics and Titles service isn't limited to adults either. The Library is an active participant in the **Nevada Young Readers** program. As part of this program, kids cast votes for their favorite books through their public and school libraries. The Library always keeps a good supply of the popular titles identified by the children themselves on hand. The Library offers two story times each week for 3 - 5 year old children and sees these programs as the means of creating new readers.

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, OBJECTIVES, AND ACTIVITIES

GOAL: THE OUTCOME 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 outcome or 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 outcome or 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 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 against which you will compare that measure.

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

Step 4: Put the measure, the standard, 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: *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%.*

ACTIVITIES: THE STRATEGIES OR GROUPINGS OF SPECIFIC ACTIONS THAT THE LIBRARY WILL CARRY OUT TO ACHIEVE ITS GOALS AND OBJECTIVES

For Example:

1. Order materials from State Library
2. Review collection and order needed materials
3. Prepare and schedule school visits to publicize the program
4. Attend PTA programs to publicize the program
5. Make school visits
6. Work with staff from the Parks and Recreation Department to develop collaborative programs

MEASURING 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 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 reference questions answered will have risen from ___ to ____."

WRITING GOALS AND OBJECTIVES

SERVICE RESPONSE _____

_____

GOAL

The audience:_____

The outcome or benefit: _____

_____

Goal:_____

_____

OBJECTIVE 1

The measure: _____

The standard: _____

The timeframe: _____

Objective 1: _____

_____

OBJECTIVE 2

The measure: _____

The standard: _____

The timeframe: _____

Objective 2: _____

_____

YOUR PLAN TO PLAN

Tentative Planning Dates:

    Complete Preliminary Plan to Plan: _____

    Present to Board for Approval:_____

    Appoint Planning Committee: _____

    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   _____

SAMPLE PLANNING TIMELINE

Task 1 ↓	*Approval Point*	**Design Your Planning Process** Why, what, when, where, who Develop a marketing strategy for the plan	**Month ONE**
Task 2 ↓ **Tasks 3, 4, and 5** ↓	 *Approval Point*	**ORIENTATION MEETING FOR STAFF AND BOARD** (Two-hour meeting, repeated as often as necessary.) ***Before the Committee Orientation Meeting*** Develop fact sheets about the community and the library. **COMMITTEE ORIENTATION MEETING**: (2 hours) Note: This is optional; it may be combined with the Meeting One. **PLANNING COMMITTEE MEETING ONE** (10:00-3:00 with box lunch OR 4:00-9:00 meeting with box dinner) Note: This may be divided into two meetings. Identify a community vision and needs and select preliminary library service priorities. ***Before Planning Committee Meeting Two*** Send committee members, staff, and board notes from Meeting One and photocopies of the full descriptions of the preliminary service responses. Ask library board to review the committee work and approve or recommend changes. Identify current library strengths and weaknesses in relation to the draft priorities. Identify threats and opportunities if drafts become the library priorities.	**Month TWO**
↓ **Tasks 6 and 7** ↓ **Tasks 7 and 8** ↓		**PLANNING COMMITTEE MEETING TWO** (10:00-3:00 with box lunch or 4:00-9:00 with a box dinner) Review the library board's response to the vision, needs, and draft service priorities and take any action necessary. Presentation on the staff review of the preliminary service responses. Select final service responses and identify target audiences for each. ***Before Meetings with Staff Teams*** Develop goals and objectives based on the service responses and target audiences identified by the planning committee Appoint staff committees to develop a preliminary list of activities for each goal. **MEETINGS WITH STAFF TEAMS** (As many 1 – 1 ½ hour meetings as needed) Develop a composite list of activities to include in the plan. Based on this list, determine what resources will be required Develop preliminary plans to obtain those resources.	**Month THREE**
Task 9 ↓	 *Approval Point*	***Before the Planning Committee Meeting Three*** Prepare a final draft of the library plan and distribute to the planning committee at least one week prior to their meeting. **PLANNING COMMITTEE MEETING THREE** (2 hours or less) Review final draft and recommend any needed changes. ***Before Presenting the Plan to the Board*** Revise the plan as needed and send to board members two weeks prior to their meeting. **BOARD MEETING** Present the plan to the library board for approval. Note: If you are a city or county department do what is necessary to get the plan officially reviewed and approved.	**Month FOUR**
Task 10 ↓		***Communicate Your Plan*** Distribute final plan to committee, staff, and board and continue to implement the marketing strategy for the plan	**Month FIVE**
Tasks 11 and 12		***Implement Your Plan*** Reallocate resources Monitor implementation	**Ongoing**