

How We Are Changing

We recognize that in order for our current strategic plan to succeed, we must change the way we work. By implementing the four actions below we can significantly affect our impact on our community and our staff members.

Action 1

All employees of CLP will be open to new models of service and will base decision making about current and new services, projects, proposals, partnerships and programs on four essential questions:

- 1. Does this fit with and further our mission and strategic goals?*
- 2. Is this user-centered?*
- 3. Is this community driven?*
- 4. Does the data support the need?*

Staff will evaluate all services based on quantitative as well as qualitative factors.

What Does this Mean?

- User-centered service is defined as something that meets a need or want of a library user or a potential library user. Ask yourself: Is my focus on the user? How have I demonstrated that this service/program/proposal/etc. is user-centered?
- Community-driven is defined as responding to a need, dream or behavior of the people we seek to serve.
- User and community need will guide decisions made about staffing.
- Staff serving the public will feel empowered to make decisions that maintain, improve, and develop user and community relationships.
- Staff will be open to changes and give thoughtful input on new ideas.
- Every new and current initiative, project, proposal, etc will address these four questions and the answers will be communicated throughout the system as appropriate.
- We will regularly evaluate programs, initiatives, collaborations, and services, recognizing the value of both quantitative and qualitative measurables.

Current Examples of this Practice at CLP

- Literacy Unlocked: Staff asked themselves if this project matched our mission, researched rates of incarceration in the county, and examined the needs of inmates (users) as well as inmate's families and the general community. Only after deciding that they could answer all four questions affirmatively did they move forward into implementation. Staff throughout the system worked together to bring library programs, including financial literacy workshops, jobs skills classes, book discussion groups, and

interactive story and rhyme sessions with children and parents to the Allegheny County Jail.

- The proposal for the Cindy and Murry Gerber Foundation - Teen Services Expansion Grant was based on research. CLP staff conducted a large survey of over 1,000 area teens to see what they wanted from their libraries. Then, to select sites, LeeAnn and staff from Development analyzed data, held brainstorming sessions, conducted literature reviews and gathered information from library staff to determine which areas of the City would benefit most from a Teen Services expansion project.
- Collection Services implemented DVD and Large Print bestseller collections as a direct result of community needs and data assessment. In this case, the community was both internal (public service managers) and external (library users).

Action 2

Staff will work collaboratively with colleagues system-wide to best serve customers through programming, outreach, partnerships, and collections, as well as to share knowledge and experience.

What Does this Mean?

- Resource allocation may be project-based rather than location-based.
- New and existing services and initiatives will be regularly assessed to determine effectiveness and best methods of implementation at the system-wide and location-specific level.
- Staff may be asked to share expertise at other locations based on community need.

Current CLP Examples

- The Technology Training Team (Tech Team) is a collaborative and informal group of CLP staff of various classifications and who work at locations across the system. Currently, the Tech Team's primary project is the Gadget Lab series of programs. Gadget Labs are available at any location upon the request of local staff. Programs are run by Tech Team members who travel from their normal work location to share their expertise at the local point of need.
- The CLP-BAM! (Books and More!) Teen Services outreach initiative was developed to respond to a number of changes we were seeing in the public school system. Due to the growing popularity of magnet schools and teens traveling to attend these schools, teen specialists visiting their local magnet school were no longer guaranteed to see teens who lived in the neighborhood of the school or the branch. In response to this and with the support of the foundation community and library leadership, including Branch Managers, teen specialists now travel around the city serving teens wherever they might be. We have now truly adopted this model system-wide and are in 18 public, charter, and parochial middle and high schools each and every month. The success of this

model has led to exponential increases in outreach statistics and the creation of an Outreach Committee for Teen Services which will focus on recording Best Practices in CLP-Teen Services outreach and creating templates for planning, executing (more efficiently), and evaluating Teen Services outreach overall.

- The CLP Thankathon was a recommendation of the Culture of Asking, Giving, and Thanking Work Group. We have completed a 2nd round, facilitated by Charla Irwin-Buncher and Janelle Eberhart. They assigned donors to staff volunteers from around the system. Staff called the donors to thank them, collected stories, and connected directly with community members.

Action 3

Staff places equal value on all aspects of library services, from helping customers in the library to time spent creating and implementing new initiatives. Staff takes ownership of and are supported in their own professional development.

What Does This Mean?

- Staff are supported and encouraged to take advantage of learning opportunities.
- Staff will be given the flexibility to engage in higher-level learning experiences that may require adjustments in work schedules.
- Staff seek out and take advantage of events and organizations in the community that will lead to a more knowledgeable understanding of external resources.
- Staff will share, demonstrate, and/or implement what they have learned as a result of professional development opportunities.
- Everyone in the system understands the value of time spent preparing for and evaluating the services we provide.
- Everyone in the system understands the value of time spent serving and working with the public.
- Managers and other staff recognize and appreciate the value of learning while balancing the needs of the library.
- We have a clear, manager-led, user-focused process for allocating time to share talents and learn new skills.

Current Examples of this Practice at CLP

- At the Downtown and Business Branch, staff members are encouraged to spend time learning about downloadable resources and ereaders. After familiarizing themselves with the service or device, the staff member then teaches another colleague what they have learned, who then teaches another colleague, etc.
- Teen Services' expansion of The Labs program to all locations in 2014 provides Labs programming to teens city-wide in addition to giving Teen Specialists the opportunity to

learn alongside their teens, ensuring Labs is an integral part of Teen Services at large, moving forward.

- Time is allotted regularly at Children's and Teen Services meetings for staff members who have recently attended conferences or other programs to share the information they received and brainstorm possible implementation at CLP.

Action 4

Staff are responsible for working to the highest level of their classification in all aspects of their position. Managers and staff alike are held accountable for performing up to stated expectations.

What Does This Mean?

- Every staff member has an accurate and aspirational job description which they strive to fully realize.
- Staff understand their roles and responsibilities as they relate to projects and services and receive feedback and evaluations regularly.
- Feedback on performance comes from all levels, not just supervisors and managers.
- Staff can demonstrate core competencies in various areas such as Asking, Giving and Thanking and technology.
- Staff will use meaningful data to assess their work and program or services and to share stories both internally and externally.

Current Examples of this Practice at CLP

- CLP is in the process of creating new, aspirational job descriptions with detailed expectations regarding required knowledge, skills, and abilities.
- Last year, the Teen Services Coordinator, and this year the Children's Services Coordinator, began naming Chairs and Co-Chairs of Committees in order to delegate the higher-level program planning and project management responsibilities to Librarians, in the interest of developing their leadership qualities, in addition to giving them opportunities to practice meeting facilitation.