Loud Librarians!

Conference or Workshop Item

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Loud Librarians!

Library Assessment Conference
Friday 7th December 2018

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@QualityDog
Outline

• Identifying stakeholder priorities
• Delighting stakeholders
• Getting Loud!
In an ideal world we wouldn’t need to advocate; the value of libraries would be a universal truth.
Activity 1

• In pairs:
• Using the matrix, list
  • Your stakeholders
  • Your organisation focus areas
• Mark up who cares about what
feedback
Activity 2a:

• Pick a Stakeholder
• Think about what they care about
• What do you want their desired reaction to be?
• Capture how the library supports this.
For example

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Third year doctoral student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Reaction</td>
<td>I want to have easy access to the latest research in my field.</td>
</tr>
<tr>
<td>How the library achieves the desired reaction:</td>
<td>Library content in field of research with appropriate alert services.</td>
</tr>
</tbody>
</table>
For example

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Parent of undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Reaction</td>
<td>I want to know that this institution will prepare my child for employment.</td>
</tr>
<tr>
<td>How the library achieves the desired reaction:</td>
<td>Library support for developing employability skills. Engagement with parents at open days.</td>
</tr>
</tbody>
</table>
For example

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>University administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Reaction</td>
<td>I want to ensure student fees are put to best use.</td>
</tr>
<tr>
<td>How the library achieves the desired reaction:</td>
<td>The Library provides resources at the best value for money, which directly support the students and research.</td>
</tr>
</tbody>
</table>
Activity 2b:

- Capture on post-its evidence to support ‘how the library achieves the desired reaction’.
- Minimum 6, maximum 8 post-its
- Don’t worry if you don’t have the evidence yet
- 5 minutes working on your own

- Share and discuss your evidence
- Group into ‘have’ and ‘need’
If you’re not going to communicate your results, don’t bother doing assessment

- Oakleaf
Activity 3

• Design your coaster
• Focus on what is important to the person you’re talking to
• Evidence your impact
• Less is more
Show & Tell
Putting Library Assessment Data to Work.
Pre-order from: https://www.alastore.ala.org/
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