



Using Evaluation Results to Communicate Your Value

Part 4: Culture of Assessment and Communicating Your Value


Rosalind F. Dudden, MLS, DM/AHIP, FMLA
Library Services Director
Gerald Tucker Memorial Medical Library
National Jewish Health
Denver, Colorado 80206
duddenr@njc.org
<http://l.library.nationaljewish.org>


4 Part Series: Using Evaluation Results to Communicate Your Value

Part 1. What to Measure and Why - Jun 4th
Part 2. Needs Assessment - Jun 11th
Part 3. Outcomes Measurement - Sept 17th
Part 4. Culture of Assessment and Communicating Your Value - Sept 24th

Dudden, RF. *Using Benchmarking, Needs Assessment, Quality Improvement, Outcome Measurement, and Library Standards: A How-To-Do-It Manual*. New York: Neal Sculman, 2007.




Professional Education Network 9/24/08 2




Outline - Part 4

- Key Benefits:
 - Learn from others' experience, as reports form the participants of the June sessions of ideas they have tried.
 - Learn about the concept of a culture of assessment.
 - Learn to use a systems approach to assessment.
 - Learn essential strategies to create this culture in your institution.
 - Learn how to integrate a variety of assessment techniques.
 - Find out about communications issues in reporting results of evaluations.




Professional Education Network 9/24/08 3




Outline - Part 4

- Key Topics:
 - Organizational cultures that are customer focused.
 - Discussion of systems that support assessment.
 - Moving your staff to learn about and use assessment.
 - Collaboration with key members of your institution to build joint ownership over the improvement of the library system.
 - Reporting strategies for communication with upper management.




Professional Education Network 9/24/08 4




Response to Library Cuts

- National Library of Medicine Publications Grant, now called **NLM Grants for Scholarly Works in Biomedicine and Health**
- (#5-G13LM008520) Oct 2004 to Sept 2006
- Purpose: a book-length manuscript (or other scholarly work) of value to U.S. health professionals.
- A good score - hope that other people thought the book would be of use to librarians in small library settings.



Professional Education Network 9/24/08 5





Response to Library Cuts

Table of Contents


Part I: Evaluating Library Quality and Performance

1. Why Evaluate?
2. The Effective Library
3. Library Measures

New York: Neal Sculman, July 2007.

Professional Education Network 9/24/08 6



Response to Library Cuts

Part II: Working with Evaluation Methods

4. Method 1: Needs Assessment
Workbook for Needs Assessment
5. Method 2: Quality Improvement
Workbook for FOCUS-PDCA
6. Method 3: Benchmarking
Workbook for Performance Benchmarking
7. Method 4: Library Performance Standards
Workbook for Library Performance Standards
- Workbook for Accreditation Standards



Response to Library Cuts

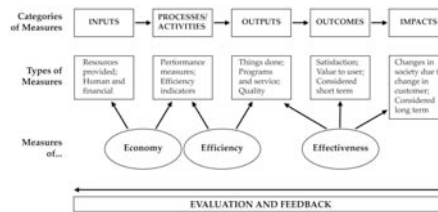
8. Method 5: Outcomes Measurement
Workbook for Describing Published Studies of Outcomes Measurement
- Workbook for Cost Outcomes
- Workbook for the Logic Model
9. Other Systems for Quality Improvement and Evaluation
- Part III: Tools for Doing Evaluations
10. Data Collection and Analysis Methods
11. Skills for Communicating in Evaluation Projects
12. Tools for Improvement and Evaluation
- Appendix A: Glossary of Terms
- Appendix B (on CD-ROM):



What do we measure? (Part 1)

- Needs
- Inputs
- Quality Processes
- Outputs
- Quality Service
- Outcomes
- Impacts

Linear Arrangement of Types of Measures



Dudden, R.F. Using Benchmarking, Needs Assessment, Quality Improvement, Outcome Measurement, and Library Standards: A How-To-Do-It Manual. New York: Neal Sculman, 2007.

Needs Assessment (Part 2)

- **Definition:**
- A systematic process for determining discrepancies between optimal and actual performance of a service
- by reviewing the service needs of customers and stakeholders and
- then selecting interventions that allow the service to meet those needs in the fastest, most cost effective manner.

Example

- Needs Assessment
 - Focus groups
 - Placemat exercise
 - Site visits
- Early Assessment
 - Surveys
- Ongoing Assessment
 - Observational Study
 - Focus Group
 - LibQUAL+
 - Comments
- Future Assessment

Learning Commons at the U. of Massachusetts, Amherst

Rachel Lewellen's presentation at the AMICAL conference at the American University of Bulgaria (May 2008) describes nicely the changes they made with their Learning Commons

<http://www.library.umass.edu/assessment/AssessLC0508.pdf>

Outcomes (Part 3)

The Institute for Museum and Library Services (IMLS) describes an outcome as

- a benefit to people through achievements or changes in skill, knowledge, attitude, behavior, condition, or life status.

Library Outcomes

- The eventual result of using library services, the influence the use had and its significance to the user.



Culture of Assessment (Part 4)

- “A Culture of Assessment can be achieved by
 - creating systems and structures that are based on
 - continuous assessment and evaluation
 - in an organizational culture that is
 - customer focused and
 - uses assessment systematically.”

Amos Lakos and Shelley Phipps. Creating a culture of assessment: a catalyst for organizational change. Portal. 2004;4(3):345-61

Culture of Assessment

- “Librarians have to create customer-responsive environments that are designed to enhance service quality and maintain superior standards of service.
- This can only be achieved by creating systems and structures that are based on continuous assessment and evaluation.”

Phipps SE. Beyond measuring service quality: learning from the voices of the customers, the staff, the processes, and the organization. Libr Trends. 2001;49(4):635-61.

Reasoning behind the idea

- Help the practicing librarian manage an effective library,
- establish a culture of assessment, and
- communicate its effectiveness to the administration.

Definitions

- **Words sometimes used as synonyms:**
 - **Measurement:** The process of ascertaining the extent or dimensions or quantity of something.
 - **Performance:** The doing of something, an activity.
 - **Evaluation:** The process of determining whether something is what you want it to be.
 - **Effective:** Something that does well what it is supposed to do.

Definitions

- **Puts in a sentence that shows how they can differ:**
 - “The results of measurement can be used to evaluate the performance of a library and thereby determine whether or not it is effective.”
 - Calvert(1)

Changes in the organizational environment



- The library becomes a “learning and listening organization.”
- What the library measures and how the measurement is conducted also changes.
- The new measures of library effectiveness are not compatible with the structure and culture of traditional internally focused organizations.

Changes in the organizational environment



- The library must become
- “an acting organization --
- experimenting,
- seeking new perspectives and new methodologies, and
- designing new organizational systems that
- involve, engage, develop, and increase the commitment of staff and
- partner with customers to design the future they need that includes library values and visions.”
 - Phipps SE. Beyond Measuring Service Quality - Learning from the Voices of the Customers, the Staff, the Processes, and the Organization. Last Updated: October 20-21, 2000; Accessed: 20 September 2006. <<http://www.ari.org/libqual/events/oct2000msc/papers/Phipps/hipps.html>>
 - Phipps SE. Beyond measuring service quality: learning from the voices of the customers, the staff, the processes, and the organization. Libr Trends. 2001;49(4):635-61.

Another definition: Culture of Assessment



- An organizational environment in which decisions are based on facts, research and analysis
- Where services are planned and delivered in ways that maximize positive outcomes and impacts for customers and stakeholders.
- Where staff care to know what results they produce and how those results relate to customers' expectations.
- Organizational mission, values, structures, and systems support behavior that is performance and learning focused.
 - Lakos A, Phipps S. Creating a culture of assessment: a catalyst for organizational change. Portal. 2004;4(3):345-61

Two parts to the Culture of Assessment



- Management Systems
- Support Systems

Management: 1. External Focus for Planning



- The organization's mission, planning, and policies are focused externally – on supporting the customer's need for access to information.
 - Assessment is tied to the mission of the library and the strategic planning process.
 - If no plan, write a mission and values statement.
 - Base it on the mission of your institution.
 - Develop it and discuss it with your staff.
 - Mention the library's relationship to the customer!

Management: 2. Performance measures part of organizational planning



- How performance measures will be assessed is included in organizational planning documents such as strategic plans and unit goals.
 - Use the Logic Model for strategic planning and evaluation
 - Using the SMART format to indicate any performance measure you can collect. (Specific, Measurable, Attainable, Results-Oriented, and Timely)
 - Start with one service and writing one small goal at a time.
 - Relate it to the mission.
 - After a while, you will have a total plan.

Management: 3. Leadership commitment and support



- Leadership commits to, and financially supports, assessment activities.
 - Commit to the idea of continuous assessment.
 - If you are the administrator of the library, show your staff that you are committed and you appreciate their help with the plan.
 - Educate your supervisor about the culture of assessment and get him or her to buy in to the idea.

Management: 4. Value of assessment recognized by staff



- Staff recognize the value of assessment and engage in it as part of their regular assignments.
 - Individual and organizational responsibility for assessment is addressed explicitly – in job descriptions or is otherwise communicated formally.
 - Include the staff member involved in the function and make it clear to them that it is their responsibility to carry out the assessments that have been jointly decided upon.
 - Give the staff the tools, skills and time to accomplish the new tasks that are included in the assessment.
 - In a one-person library situation, give these to yourself.
 - Tell your supervisor you need this support.

Management: 5. Relevant data is routinely collected and used



- Relevant data and user feedback are routinely collected, analyzed, and used to set priorities, allocate resources and make decisions. As part of your planning, you schedule different kinds of assessments.
 - You might do a needs assessment every year if it is required, but other assessments may be every two or three years.
 - At the end of each scheduled evaluation, communicate the results to interested parties. Continuous communication does not mean every day or even every month.
 - Schedule evaluations over a period of time.

Management: 5. Relevant data is routinely collected and used



- Relevant data and user feedback are routinely collected, analyzed, and used to set priorities, allocate resources and make decisions. As part of your planning, you schedule different kinds of assessments.
 - This organizational change will take you several years.
 - Meanwhile your services and programs will be evolving faster than you plan.
 - This will be one of your biggest challenges.

Support: 6. Assessment is supported by computer systems.



- Assessment activities are supported by a Management Information System (MIS) or Decision Support System (DSS).
 - A Management Information System (MIS) or Decision Support System (DSS) is a computer system that can generate statistics for various library units and activities in a systematic way that supports planning and decision making.
 - This is a good idea but these systems have yet to be developed commercially for libraries.
 - They are complex and those in development are already reported to be benefiting the libraries developing them, such as the PEEMS system at the University of Arizona Library mentioned above.

Support: 6. Assessment is supported by computer systems.



- Assessment activities are supported by a Management Information System (MIS) or Decision Support System (DSS).
 - Because of the complexity of a total system, your goal here would not be to develop one yourself but at least to be systematic in your data collection.
 - Some parts of the library will report monthly, others quarterly or yearly. Develop your system to accommodate this.
 - If you have an integrated library system, there will be statistical reports you can run but they just cover part of the library operation.
 - If you do a special evaluation project, integrate your findings into your system.

Support: 6. Assessment is supported by computer systems.

- Assessment activities are supported by a Management Information System (MIS) or Decision Support System (DSS).
 - Your goal of any system would be analysis and reporting of the data.
 - Can your system produce an annual report?
 - Can it analyze trends?
 - Using spreadsheets or a database program, keep all your statistics in the same place.
 - If working on this mega-file of data is more than you can do, at least keep all your statistical reports in the same directory or folder on your computer.
 - Whenever you are asked to respond to a survey, you will have the data already. Add new data to your system.
 - And watch the literature for any library MIS or DSS systems that might develop in the future.

Example of non-integrated data collection

THE NUMBERS

- Staff members recording, compiling, or collecting data = 52
- Library units = 10
- Purposes per year for data > 20
- Discrete data collections systems > 50
- Headaches suffered by the Assessment Librarian during the AAHSL survey period = ∞

Proving Value and Preserving Staff Sanity: A Centralized Data Repository
Kay Chapa (University of Texas Southwestern)
2008 Library Assessment Conference: Building Effective, Sustainable, Practical Assessment, Seattle, WA, August 4-7, 2008

<http://www4.utsouthwestern.edu/library/staff/KC/DATAPoster/FINAL.pdf>

Support: 7. All activities are evaluated

- All services, programs and products are evaluated for quality, impact, and efficiency.
 - This is your overriding goal.
 - It is accomplished with the planning activities and organizational structures such as those outlined above.
 - After you touch every service, product or program with your strategic plan, then you will have a system that can support this statement.
 - Using the Logic Model for each program, you carry out evaluation projects using your planning documents and assessment measures.

Support: 7. All activities are evaluated

- All services, programs and products are evaluated for quality, impact, and efficiency.
 - The evaluation projects provide the "evidence" for
 - development of services and programs,
 - improvement of services and programs,
 - informed decision-making,
 - accountability to show others that the services and programs are effective, and
 - demonstration of the value or worth to the user's life or work.

Support: 8. Continuous improvement is supported and rewarded

- Staff are given support to continuously improve their capability to serve customers and are rewarded for this.
 - Each staff member should know that it is their responsibility to continuously monitor their processes to ensure they are done in a quality way.
 - They should receive training in quality improvement techniques.
 - A system of rewards could be set up with the help of human resources so that people are acknowledged for the work they do for quality service.

Support: 9. Staff are rewarded for the application of new learning

- Staff are rewarded for work and the application of new learning that demonstrates improved service quality and better outcomes for customers.
 - Staff development activities, support and appreciation for the staff to learn more about assessment and about their job activities, are essential to creating this culture.
 - Part of this organizational change is
 - Becoming a "learning organization," as promoted by Peter Senge in his book, *The Fifth Discipline: The Art and Practice of the Learning Organization*, is part of the change.
 - By working with human resources, you may be able to set up a recognition system.

Support: 9. Staff are rewarded for the application of new learning



- Staff are rewarded for work and the application of new learning that demonstrates improved service quality and better outcomes for customers.
 - Published in 1990 and revised in 2006, Senge talks about an organization where
 - personal mastery,
 - a shared vision,
 - team learning and
 - systems thinking
 - are part of every team.
 - Where people are constantly learning to do a better job of serving the customer.
 - Lakos and Phipps' work is based on these management principles.

Support: 10. Ongoing staff development is provided and supported.



- Ongoing staff development in measurement, evaluation, and assessment is provided and supported.
 - Even if the library has only two or three staff members, each person needs to be educated on what it takes to carry out assessments and evaluations.
 - This includes education on the organizational changes needed to have a culture of assessment.
 - Discuss with your supervisor which courses you and your staff can take, either in-house or through other organizations.
 - The human resources department can assist you in finding courses as well as professional library organizations.

Support: 10. Ongoing staff development is provided and supported.



- Ongoing staff development in measurement, evaluation, and assessment is provided and supported.
 - The book, *The Tell It! Manual: The Complete Program for Evaluating Library Performance*, goes over basic evaluation techniques and outlines a course of study.
 - The University of Maryland Libraries has posted their comprehensive learning curriculum on the web, and it serves as an example of the types of skills you might plan to learn.
 - Focusing on individual and organizational advancement, it is a plan "for all library staff to develop the skills needed to become members of teams and to improve the way we operate as an organization."

Support: 11. Critical processes and established measures of success defined



- Units within the library have defined critical processes and established measures of success.
 - This is easier to imagine in a large library with a staff that often deals with only one process per person.
 - In smaller libraries, the staff have many processes listed in their job descriptions. In the case of one-person libraries, one person does them all.
 - If you take the above approach of tackling one process at a time, you can work your way through the system over an appropriate period of time, usually several years.
 - Developing your management information system at the same time helps keep track of your plans and measures.

Support: 12. Individuals have customer-focused SMART goals



- Individuals staff members develop customer-focused SMART goals in an annual planning processes and monitor progress regularly.
 - The SMART acronym helps you remember the parts of a well-constructed goal. SMART stands for Specific, Measurable, Attainable, Results-Oriented, and Timely.
 - In this new culture of assessment, the emphasis of all goals is that they be customer-focused more than process oriented.

ARL Study of Library Culture of Assessment



- Assign coordination and responsibility for assessment
- Prioritize assessment activities
- Move from project-based to sustainable assessment
- Share and publish assessment results
- Allocate sufficient resources to sustain assessment
- Review maintenance and use of internal statistics
- Incorporate use of data into library management
- Understand other university assessment and data warehousing efforts.

Hiller, Steve, Martha Kyriolidou and Jim Self. "When the Evidence Isn't Enough: Organizational Factors That Influence Effective and Successful Library Assessment." Evidence-based Library and Information Practice 4th International Conference, Durham, North Carolina, United States. 7 May 2007.

Another opinion

- Wallace takes a more technical systems approach to the interactions within a library.
- An ideal situation, evaluation becomes a basic social and societal system of the library and a culture of evaluation permeates the library and all its functions and activities.
- Building this culture must be deliberate and also requires an understanding and appreciation of the fundamental characteristics of evaluation.

• Wallace DP, Van Fleet CJ. The culture of evaluation. In: Wallace DP, Van Fleet CJ, editors. Library Evaluation: A Casebook and Can-Do Guide. Englewood, CO: Libraries Unlimited, 2001. p. 1-10.

Another opinion

- The fundamental characteristics of evaluation.
 1. Evaluation results from design, not accident.
 2. Evaluation has a purpose.
 3. Evaluation is about quality.
 4. Evaluation is more than measurement.
 5. Evaluation doesn't have to be big.
 6. There is no one right way to evaluate.

Models of Organizational Effectiveness and Dimensions of Library Effectiveness

- The Goal Attainment Model
 - The External Systems Model
 - The Internal Process Model
 - The Strategic Constituencies Model
- Adapted and combined from Franklin, Cameron and Cullen (see bibliography)

Models of Organizational Effectiveness and Dimensions of Library Effectiveness

Model (Cameron)	Dimensions of Library Effectiveness (Franklin, Cullen)	Systems of Evaluation (Cullen)
The Goal Attainment Model	<ul style="list-style-type: none"> • Range and Depth of Services • Access Services • Reference and Information Services • Customer Services • Programs and Events 	<ul style="list-style-type: none"> • Goals and objectives • Benchmarks • Standards • Output measures • Citizen's charter
The External Systems Model	<ul style="list-style-type: none"> • Financial Inputs • Physical Environment • Staffing 	<ul style="list-style-type: none"> • Input measures • Library statistics • Benchmarks • Standards

Models of Organizational Effectiveness and Dimensions of Library Effectiveness

Model (Cameron)	Dimensions of Library Effectiveness (Franklin, Cullen)	Systems of Evaluation (Cullen)
The Internal Process Model	<ul style="list-style-type: none"> • Management Culture and Direction • Collection Management • Technical Processes 	<ul style="list-style-type: none"> • Management Information Systems • Decision Support Systems • TQM- Total Quality Management • ISO9000/9001 etc.
The Strategic Constituencies Model	<ul style="list-style-type: none"> • Community Use and Satisfaction • Relations with Councilors and Council Management 	<ul style="list-style-type: none"> • Service quality • Customer satisfaction • Total Quality Management • ISO9000/9001 etc. • Gap reduction • Marketing

Before we move on...

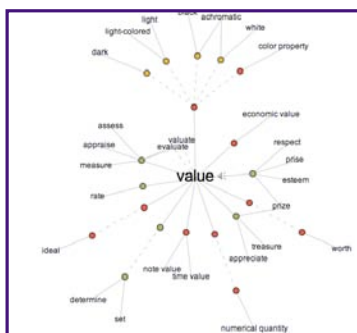
- **First Question and Answer Period.**

Communicating Your Value

- Find out about communications issues in reporting results of evaluations.
- Collaboration with key members of your institution to build joint ownership over the improvement of the library system.
- Reporting strategies for communication with upper management.

Value - Multiple Meanings

- An ideal accepted by an individual or group.
 - Librarians value information.
- The quality (positive or negative) that makes something valuable.
 - Knowledge of another language had value to her career.
- To regard highly or hold dear.
 - I value his judgment
- To place a value on or judge the worth of something or to fix or determine the value of or assign a value to.
 - The value of the jewelry is...



From <http://www.visualthesaurus.com/>

Value and Benefit, Outcome and Impact

- **Value**
 - The importance or preciousness of something, the perception of actual or potential benefit.
- **Benefit**
 - The helpful or useful effect that something has.

Value and Benefit, Outcome and Impact

- **Outcome**
 - The consequence, visible or practical result or effect of an event or activity.
- **Impact**
 - The effect or influence of one person, thing or action on another.

Value and Benefit, Outcome and Impact

- **Library Outcomes**
 - The eventual result of using library services, the influence the use had and its significance to the user.

Poll, Roswitha. Measuring impact and outcome of libraries. Perform Measur Metrics. 2003;4(1):2-12.

Impact of health library services

- “The results suggest clear evidence of an impact of library services on patient outcomes from both traditional and clinical librarian services.
- The higher quality traditional library studies suggest effects of impacts of between
 - 37 and 97% on general patient care,
 - 10–31% on diagnosis,
 - 20–51% on choice of tests,
 - 27–45% on choice of therapy and
 - 10–19% on reduced length of stay”



Professional Education Network

9/24/08

55

Outcomes - Joanne G. Marshall

Library Services have these outcomes:

- Corporate study:
 - Ability to proceed
 - Make a decision
 - Create new opportunity
 - Save time
 - Save money
- Government study:
 - Meet a deadline
 - Deal with an emergency
 - Improve a policy, procedure or plan
 - Lessen conflict
 - Save time and resources

Marshall J.G. Determining our worth, communicating our value. Libr J. 2000;125(19):28-30.
Marshall J.G. Valuing Ourselves and Our Work in the Information Age. University of North Carolina.
<www.sls.org/Presentations/sls/joanne_LAS2007.ppt>



Professional Education Network

9/24/08

56

Value concepts - Marshall

- Components of a Librarian's value proposition
 - the information user
 - the processes used to provide info access
 - research and discovery
 - technology as a tool
 - the human and financial resources required



Professional Education Network

9/24/08

57

Value and Worth

- Valuing Library Services Calculator
- What is your library worth to your institution?
 - How much would it cost to replace your library services on the retail market?
 - Calculate what it would cost to buy library services - at a book store, through pay per view for articles, from an information broker - if you and your library weren't there.
- <http://nmlm.gov/mcr/evaluation/calculator.html>



Professional Education Network

9/24/08

58

Value of Library Resources and Services

Number of Uses	Library Resources or Services	Cost of Resource or Service	Value of Resources or Services
700	Books used (in house or borrowed)	115	\$ 80500.00
2500	Print journals used (in house or borrowed)	35	\$ 87500.00
68000	EJournal articles accessed	35	\$ 2380000.00
800	Interlibrary Loan Requests	18	\$ 14400.00
600	Reference Questions Answered	45	\$ 27000.00
200	Mediated Searches	75	\$ 15000.00
80	Class hours taught (# students x total class hours)	30	\$ 2400.00
0	AVs used or borrowed	50	\$ 0.00
60000	Self service photocopies	10	\$ 6000.00
200	Meeting Room Use per Hour	50	\$ 10000.00
4000	Hours of Computer Use (i.e. Internet, MS Word, etc.)	12	\$ 48000.00
	Add another service or resource		\$ 0.00
	Add another service or resource		\$ 0.00
	Add another service or resource		\$ 0.00
Calculate The Value of Library Services		Clear Form	\$ 2670800.00



Professional Education Network

9/24/08

59

Value and Worth

- Cost Benefit and ROI Calculator
- What does your library contribute to the bottom line?
 - How much benefit does your institution, your user, receive for every dollar spent by the library?
 - What's the annual return your institution realizes on what you spend on your collection?
 - Cost/Benefit Analysis and Return on Investment are measures often used by financial managers to gauge the efficiency and effectiveness of their budget policies.
- <http://nmlm.gov/mcr/evaluation/roi.html>



Professional Education Network

9/24/08

60

Salary Information:		User's Average Annual Salary	\$ 100000	Library Salary Budget	\$ 250000	Hours Worked Per Year	8840
		Benefits		Costs		TOTAL Benefit	TOTAL Cost
		Books used (in house or borrowed)				\$ 65327.50	\$ 7500.00
Number borrowed or used	500						
Average retail cost of a book	\$ 1.25	Book budget	\$ 20000				
User time saved for each book borrowed (in 10ths of an hr)	.15	Portion of all staff time devoted to the book collection (order, receive, catalog, process, shelve, etc.) in 10ths	.15				
		Print journals used (in house or borrowed)				\$ 2572270.4	\$ 36500.00
Number articles read by all users	88000						
Per article price from a vendor	\$.35	Journal budget (print and electronic)	\$ 274000				
User time saved per article available through library (in 10ths of an hr)	.25	Portion of all staff time devoted to journal collection (order, license, receive, process, manage, shelve, etc.) in 10ths	.25				
Clear Form		Total Benefits Value	2637597.50	Total Costs	394000.00		
		Benefit:Cost Ratio - \$ Benefit for each \$ spent:	6.69	ROI %	569.44		

Good Business Communication

- Relay your message in a way that others understand it.
- 6 components
 - The Sender:
 - The Message:
 - The Channel:
 - The Receiver:
 - Feedback:
 - Context:

Communication Components: The Sender

- Establish credibility.
- Display knowledge of the subject, the receiver, and the environment.
- Know your audience well enough so your message is understood.
- Be complete, concise, accurate and easily understandable.

Communication Components: The Message

No matter what the channel chosen, the content is affected by

- the tone of the words,
- the organization of the material,
- the reasoning behind the argument, and
- the sender's individual style.
- Our intellects allow us to reason with the receiver whereas the emotional component of the message appeals to the person more subtly and has just as much ability to change minds and actions.
- If your message is disorganized, too long, or erroneous, it will be misunderstood.

Communication Components: The Channel

- Transmission can take place textually, verbally, or visually, and it can be both private and public, often at the same time.
- Many of the same principles apply whether you are
 - giving a speech,
 - a presentation to management,
 - chatting in the hallway,
 - talking on the phone, or
 - writing an e-mail, letter, memo or report.

Communication Components: The Receiver

- Whether your message is intended for one person or 100, you should know what reaction you want the receiver to have.
- Each individual who receives the message will be doing so
 - within his or her own context,
 - with his or her own set of ideas, feelings, influences and time-frames.
- These need to be considered by the sender before delivering the message.

Communication Components: Feedback



- The receiver will send feedback, verbally and non-verbally.
 - Are they looking at their watch? Maybe you should speed up.
 - No response to an important e-mail? Maybe it was too long and detailed (or they are on vacation or it got deleted as spam).
 - A follow-up phone call may be in order.
- If you want your message understood, you have to find a way to determine that it was.

Communication Components: Context



- The context of all of the above factors must be considered.
- Is it email, telephone, or in person?
- Watch your environments, both cultural and technological, and understand how they can impact the receiver's life.

Types of Communication



- Your Audience
- Effective Writing
 - Writing an Evaluation Report
- Presenting: Communicating on Your Feet
 - PowerPoint Tips
- Working with Teams
- Interviewing
- Other Communication Channels
 - Listening
 - Telephone
 - E-Mail
 - Being Assertive
 - Negotiating and Persuasion

Audience



- Who is your audience?
- How many audiences do you have?
- What does the audience already know about the subject?
- What is your audience's purpose?
- What do they want?
- What is *most* important to them?
- What is their general reading level?

Writing



- Did I take the time to prepare an outline of my message before actually writing it?
- Is my message clear, concise, and relevant?
- Did I consider my audience or do I write the same way for everyone?
- Does it have a main statement, with smooth transitions, and a topic sentence for each paragraph?
- Did I use methods to provide variety and interest?

Writing



- Am I using proper grammar and language?
- Do I regularly use a thesaurus to add variety to my vocabulary and stop using trite words, such as "very," "great," "exciting," or "interesting"?
- Am I too wordy in my written communications, saying the same thing over and over but in different ways?
- Have my colleagues told me that my writing is inspirational and witty, as well as informative?
- What can I do to enhance my written communication skills?

Evaluation Report Template

- Title page
- Section 1: Summary and Introduction
- Section 2: Background
- Section 3: Description of Evaluation Methods (Methodology)
 - Purpose of the evaluation
 - Evaluation design
 - Data-collection instruments used
 - Data collection procedures
- Section 4: Discussion of Results
 - The actual results.
 - A discussion of the statistical analysis if appropriate.
 - Interpretation of results in terms of stated goals and purpose.
 - Explanation of the results.
 - Strengths and weaknesses shown in the results.
 - Unexpected results.
- Optional Section: Costs and Benefits
- Section 5: Conclusions and Recommendations
- Section 6: Summary and References

Presenting: Communicating on Your Feet

- Short Presentations
 - Elevator Speeches
 - 2 minute talk - meetings - Toastmasters
- Formal Presentations - PowerPoint
 - Know your audience
 - Know what type of talk you will be giving
 - Prepare early
 - Plan your presentation based on its purpose
 - Research your topic
 - Learn and use PowerPoint

Working with Teams

- Form the team and get to know each other (*Forming*)
- Establish the purpose and operating procedures (*Storming*)
- Establish a structure (*Norming*)
- Maintain progress and do the work (*Performing*)
- Ending the project (*Adjourning*)

Interviewing

- Channels for the interviews:
 - In person,
 - On the phone,
 - Over the Internet using e-mail, chat, or open-ended surveys,
 - Self-recorded audio-taped interviews
- Structured or unstructured interviews:
 - Standardized, open-ended interview
 - Guided or structured interview
 - Informal, conversational interview
- Interviewing or being interviewed

Interviewing

- Prepare for the Interview
- Start the interview
- Conduct an interview
- Immediately After Interview

Other Communications Channels

- Listening
- Telephone
- E-Mail
- Being Assertive
- Negotiating and Persuasion
- Search the Web for the topic and combine with the term "business communications"
- Recommended sites:
 - <http://MindTools.com>
 - <http://www.managementhelp.org/>

Making It Count @ your library®



- Use Statistics to Tell Your Story
- Numbers You Can Use
- Making It Count @ your library® PowerPoint Presentation
- <http://www.ala.org/ala/pla/plaissues/smartercardcampaign/toolkit/statistics.cfm>
 - (ALA – Public Library Association)

Reporting method from Making It Count



In a report or presentation, state:

- The Facts
- The Sources
- Your Story
 - The following is an example from ALA/PLA website.

Reporting method from Making It Count



- Public libraries are gateways to the World Wide Web.
- The Facts:
 - New computers increase user visits, and many new to libraries.
 - Includes home schoolers, travelers, and others who depend on library computers.
 - 75% of patrons "ask a librarian" when they need help with library computers.
 - 77% have websites.
 - 72% of websites provide access to Web resources.
 - 70% of libraries provide online catalog access.
 - 63% provide access to licensed databases.
 - 21% offer interactive reference services.

Reporting method from Making It Count



- Public libraries are gateways to the World Wide Web.
- The Sources:
 - The Gates Legacy: What's changed and what's next as librarians work to sustain public access to computers , Library Journal, 2003 Available at: <http://www.libraryjournal.com> (search terms: gates legacy)
 - Articles from OCLC Office of Research in 2003 issues of Public Libraries and Library Hi Tech (storefronts, strip-malls, malls analogy) Available at: <http://www.oclc.org/research>

Reporting method from Making It Count



- Public libraries are gateways to the World Wide Web.
- Your Story:
 - Report website usage statistics for library catalog, licensed databases, etc.
 - Publicize profiles of patrons who use online services and how they make a difference.
 - Publicize stories of librarians helping patrons with technology.

Annual Report



- Purpose:
 - Communicate your activities and accomplishments from the past year
 - Show the administration that the budget is being well spent
 - Educate stakeholders about your work
 - Recognize users and/or staff
 - Serve as a historical record of your activity

Annual Report Format

- Get a copy of your institution's report and copy that.
- Or some other library
- Contents of NJ 2007 report (on Web)
 - Message from librarian - The Challenge of the Digital Future
 - Stories about uses - The Library Makes a Difference
 - Report of reference questions - Do you have a Question?
 - Statement of Activities
 - Activity statistics - Serving Our Customers
 - Collection report - The Journal Collection
 - Collection report - The Print Collection
 - Mission and Value Statement

Other "Regular" Communications

- Web Sites
- Brochures
- Newsletters
- News Blogs
- Emails to all
- Handouts

Practicing librarians

- Practicing librarians in "small" settings need to be generalists.
- They hire, fire and evaluate personnel but they are not human resources experts.
- They develop budgets and financial plans but they are not accountants.
- They develop mission statements and strategic plans but they are not planning experts.

Practicing librarians

- They can learn to do evaluation and assessment without being experts in that field.
- They can learn to communicate their value.
- They are experts in information storage and retrieval, with all the details that involves.
- The experts in the field of library and information science evaluation and assessment will help all librarians report outcomes and impacts to their stakeholders.

Current Trends in Assessment

- Understand the goals of the organization
- Understand the user - be customer focused - assess needs
- Establish a culture of assessment
- Use a variety of measures - old and new
- Use outcomes to tell your story and also show traditional measures

- Full Bibliography and PowerPoint:

- <http://info.nationaljewish.org/libraryinfo/>

- **Second Questions and Answer Period**

Using Evaluation Results to Communicate Your Value

Part 4: Culture of Assessment and Communicating Your Value

Rosalind F. Dudden, MLS, DM/AHIP, FMLA
Library Services Director, Gerald Tucker Memorial Medical Library,
National Jewish Health, Denver, Colorado 80206
duddenr@njc.org -- <http://Library.NationalJewish.org>
<http://info.nationaljewish.org/libraryinfo/>

CULTURE OF ASSESSMENT

- Deutsch P, Silcox BP. Learning from other libraries: benchmarking to assess library performance. *Inf Outlook*. 2003;7(7):18-20, 2-5.
- Henczel S. Measuring and evaluating the library's contribution to organisational success: Developing a strategic measurement model. *Perform Meas Metrics*. 2006;7(1):7-16.
- Lakos A. Culture of Assessment - Toolkit. Last Updated: n.d.; Accessed: 21 September 2006. <<http://personal.anderson.ucla.edu/amos.lakos/CUtoolkit.html>>
- Lakos A, Phipps S. Defining a "Culture of Assessment". Last Updated: 2002; Accessed: 21 September 2006. <<http://personal.anderson.ucla.edu/amos.lakos/assessment/CulAssessToolkit/Assessdef3-new.doc>>
- Lakos A, Phipps S. Creating a culture of assessment: a catalyst for organizational change. *Portal*. 2004;4(3):345-61. <<http://personal.anderson.ucla.edu/amos.lakos/4.3lakos.pdf>>
- Lee-Thomas G, Robson J. The questions of academic library assessment. *Indiana Libr*. 2004;23(1):6-10.
- Phipps SE. Beyond Measuring Service Quality - Learning from the Voices of the Customers, the Staff, the Processes, and the Organization. Last Updated: October 20-21, 2000; Accessed: 20 September 2006. <<http://www.arl.org/libqual/events/oct2000msq/papers/Phipps/hipps.html>>
- Silcox BP, Deutsch P. The customer speaks: assessing the user's view. *Inf Outlook*. 2003;7(5):36-41.
- Silcox BP, Deutsch P. From data to outcomes: assessment activities at the NIST Research Library. *Inf Outlook*. 2003;7(10):24-5, 7-31.

COMMUNICATION

- Making a Difference: a Communications Tool Kit. Chicago, IL, Medical Library Association, 2000. Accessed: 15 December 2006. <http://www.mlanet.org/publications/tool_kit/index.html>
- MindTools.com: Essential Skills for Your Excellent Career. Last Updated: 2007; Accessed: 25 August 2006. <<http://www.mindtools.com/>>
- Bandy M, Garcia J, Weldon S, Wells KK, Colorado Council of Medical Librarians (CCML) Advocacy Committee. Myths and TRUTHS About Library Services Chicago, IL, Medical

- Library Association, 2006. Accessed: 15 January 2007.
<<http://mlanet.org/resources/vital/index.html>>
- Carter CC. Using and communicating findings. In: Reviere R, Berkowitz S, Carter CC, Ferguson CG, editors. Needs Assessment : A Creative and Practical Guide for Social Scientists. Washington, D.C., Taylor & Francis, 1996. p. 185-201.
- McNamara C. Free Management Library. Authenticity Consulting, LLC. Last Updated: n.d.; Accessed: 10 October 2006. <<http://www.managementhelp.org/>>
- Owen A. Let people know what happened: telling the story. In: Zweizig DL, Johnson DW, Robbins J, American Library Association, editors. The TELL IT! Manual : the Complete Program for Evaluating Library Performance. Chicago, IL, American Library Association, 1996. p. 28-33.
- Robbins JB. Talk about the vision: the heart of your library. In: Zweizig DL, Johnson DW, Robbins J, American Library Association, editors. The TELL IT! Manual : the Complete Program for Evaluating Library Performance. Chicago, IL, American Library Association, 1996. p. 14-20.
- Schott MJ. Medical Library Downsizing: Administrative, Professional, and Personal Strategies for Coping with Change. New York, Haworth Information Press, 2005.
- Senge PM. The Fifth Discipline: The Art and Practice of the Learning Organization. Revised ed. New York, Doubleday/Currency, 2006.
- Straker D. Syque Quality Toolbook. Last Updated: n.d.; Accessed: 15 December 2006.
<http://syque.com/quality_tools/index.htm>

EFFECTIVE LIBRARY

- Beck SJ. Data-Informed Decision Making. ARL. 2003(230/231):30.
- Calvert PJ. Library effectiveness: the search for a social context. J Libr Info Sci. 1994;26:15-21.
- Calvert PJ, Cullen R. Further dimensions of public library effectiveness II: the second stage of the New Zealand study. Libr Inform Sci Res. 1994;16:87-104.
- Cullen R. Measure for measure: a post-modern critique of performance measurement in libraries and information services. Last Updated: 1-5 June, 1998; Accessed: 22 September 2006.
<<http://iatul.org/conference/proceedings/vol08/papers/cullen.html>>
- Cullen R, Calvert PJ. Further dimensions of public library effectiveness: report on a parallel New Zealand study. Library & Information Science Research. 1993;15:143-64.
- Franklin B. Organizational Assessment: An Academic Library Case Study. Last Updated: n.d.; Accessed: 12 September 2006. <<http://www.lib.uconn.edu/~bfranklin/orgassess.doc>>
- Matthews JR. Measuring for Results: The Dimensions of Public Library Effectiveness. Westport, CT, Libraries Unlimited, 2004.
- Phipps SE. Beyond Measuring Service Quality - Learning from the Voices of the Customers, the Staff, the Processes, and the Organization. Last Updated: October 20-21, 2000; Accessed: 20 September 2006.
<<http://www.arl.org/libqual/events/oct2000msq/papers/Phipps/hipps.html>>

Rubin RE. Measuring organizational effectiveness. In: Wallace DP, Van Fleet CJ, editors. Library Evaluation: A Casebook and Can-Do Guide. Englewood, CO, Libraries Unlimited, 2001. p. 11-22.

Wallace DP, Van Fleet CJ. The culture of evaluation. In: Wallace DP, Van Fleet CJ, editors. Library Evaluation: A Casebook and Can-Do Guide. Englewood, CO, Libraries Unlimited, 2001. p. 1-10.

VALUE

Abels EG, Cogdill KW, Zach L. The contributions of library and information services to hospitals and academic health sciences centers: a preliminary taxonomy. J Med Libr Assoc. 2002;90(3):276-84.

<http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&dopt=Citation&list_uids=12113510>

Abels EG, Cogdill KW, Zach L. Identifying and communicating the contributions of library and information services in hospitals and academic health sciences centers. J Med Libr Assoc. 2004;92(1):46-55.

<http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&dopt=Citation&list_uids=14762462>

Barnes S, Blake M, Kelly B. Measuring Your Impact: Using Evaluation to Demonstrate Value. National Network of Libraries of Medicine. Last Updated: May 30, 2006; Accessed: 31 July 2006. <http://nnlm.gov/evaluation/workshops/measuring_your_impact/impact-slides.ppt>

Cram J. "Six impossible things before breakfast": a multidimensional approach to measuring the value of libraries. Last Updated: 27-31 August 1999; Accessed: 20 June 2006.

<http://www.alia.org.au/~jcram/six_things.html>

Cuddy TM. Value of hospital libraries: the Fuld Campus study. J Med Libr Assoc. 2005;93(4):446-9.

<http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&dopt=Citation&list_uids=16239940>

Dixon P, Pickard A, Robson H. Developing a criteria-based quality framework for measuring value. Perform Measur Metrics. 2002;3(1):5-9.

Information Management Associates. Best value and better performance in libraries. Information Management Associates. Last Updated: 2003; Accessed: 14 December 2006.

<<http://www.informat.org/bstvlmen.html>>

Kantor PB. Valuing Special Libraries: Final Report to Special Libraries Association on the Project "Studying Value of Information Services in Special Libraries and Information Centers". Washington, D.C., Special Libraries Association, 1998.

Kennedy T. Justification for the library. J Hosp Libr. 2002;2(1):63-76.

Marshall JG. Determining our worth, communicating our value. Libr J. 2000;125(19):28-30.

Matthews JR. The Bottom Line: Determining and Communicating the Value of the Special Library. Westport, CT, Libraries Unlimited, 2002.

Matthews JR. Determining and Communicating the Value of the Special Library. Inf Outlook. 2003;7(3):26-31.

- Sherwill-Navarro PJ, Wallace AL. Research on the value of medical library services: does it make an impact in the health care literature? *J Med Libr Assoc.* 2004;92(1):34-45.
<http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&dopt=Citation&list_uids=14762461 >
- Shipman J, Homan M. Medicine's Library Lifeline. *Libr J.* 2003;128(6):49-50.
- Urquhart C, Hepworth J. The value of information supplied to clinicians by health libraries: devising an outcomes-based assessment of the contribution of libraries to clinical decision-making. *Health Libr Rev.* 1995;12(3):201-13.
- Urquhart C, Hepworth J. The value to clinical decision making of information supplied by NHS library and information services. London, British Library Research and Development Department, 1995. Accessed: 20 June 2006.
<<http://dil.aber.ac.uk/dis/research/reports/value-report.pdf>>
- Weightman AL, J. W. The value and impact of information provided through library services for patient care: a systematic review. *Health Info Libr J.* 2005;22(1):4-25.
<<http://www.blackwell-synergy.com/doi/abs/10.1111/j.1471-1842.2005.00549.x>>