Event Name: Tell Me Something I Don't Know - Meaningful Community Engagement
Event Started: 6/12/2012 2:48:57 PM ET
With Joan Frye Williams and George Needdham

Today's webinar is, tell me something I don't know Meaningful Community Engagement.

From 1990-93 director of member services for the Ohio Ivory services. For more than 25 years [Indiscernible name] has been a successful library in , consultant, trainer, educator end user of Ivory services with a special at the those on innovation that Ellijay. President of her own library and information technology consulting firm. I am happy to introduce George and Joan.

Hello everyone. Thank you for joining today's webinar. We do a lot of planning work. Too often we have been unimpressed with the community input that has been gathered by our clients in previous iterations. People put a lot of time and money into attempts to engage the public they serve but they are not getting sufficient return on the investment.

Today we are going to share a few things we've discovered that work for us. This is not theoretical speculation but actual reports on the results.

I want to be clear at the start. Community focus is essential. You cannot just say, if it is not going well? Will not do this. It is not okay to skip. If you are spending other people's money on library services you owe it to be in touch and in account -- a couple to your investors. Public, faculty, students, principles, shareholders. When we talk about them we are not talking about just library users or patrons. We are talking about input from communities. Anyone who pays for your service or is eligible to receive them.

Community engagement is part of everyone's job. I am always leery of saying that. When something is everyone's responsibility it means it is no one's responsibility. It is really important to realize, the tasks and responsibilities that we will talk about today are not limited to management or marketing staff if you are in an institution picking up to have such people. It is not limited to the Board of Trustees. It is for everyone who works in and who loves the library. Everyone on staff has their own contacts in the community. Whether academic communities or political subdivisions, schools etc. Bringing the different points of view together gives you a broader picture of the community than any one or two staff members could deliver working on their own.

The first 10 connections -- firsthand connections to invest you in your work and you can work more rewarding and

Nowadays you cannot afford to guess what people want. Money is too scarce. You need to come to grips with this. The biggest hurdle for several clients is to focus on want the people do want. Regardless of what library staff wish or think they should want. We really need to know what is going on what those folks even if it doesn't match our image of ourselves. This is not a webinar about educating those people. We are talking about good ways to find out how people study, how people learn. How they find things out and how they do it today or tomorrow. We need to know that if we are going to serve them and engage them in meaningful ways.

We work with a lot of people who say, we know all about our user base because we have looked at the demographics. Demographics can be very useful. If you have a large population with small children at home,

it is important to know. Large number of incoming students for whom inclusion is not the first language. It is important to know. Demographics are limited in their ability to do reject. They certainly don't do a good job of predicting the wide range of -- knowing the population is aging. It means you need more larger types on your handout. You don't tell them what the topics should cover or what trysts they have. It is clich&Ã©;d to say, retired people care only about investments. That is not true. None of the data show the Democrats predict information needs in that way.

A person named Brenda Durbin has done wonderful research on the predictability or unpredictability of information needs. She has demonstrated the demographics are a poor predictor. The received wisdom about who is out there and who is studying under campus is not enough. You have to get the facts and facts beyond democracy.

Asking users how much they like you, that does not give planning data. It limits the discussion in a meaningful way. It shuts out everyone who is not coming in.

It asked people who want to be nice. To get a score of 99 and the budget people say everything is fine. Asking people to give you a compliment is not a useful way to find out what they want. There is also a notion that we speak to each individual separately. That somehow gives us a picture. That is a very expensive way to gather information. No one takes to give samples when they did not want a time. To get a sense of community scale. Big teacher planning skills. Talk to the movers and shakers. Not just the individual news. There are squeaky wheels out there. Some powerful people who are running for office.

You cannot ignore them. You have to keep those individuals in the perspective of the whole. All too often we on self-selected self-reported input. We face our understanding of the community on the very small number of people whom we personally interact with in the library. That is a small example of small percentages of people who use the services. Actually engage in the staff. A smaller -- that is the percentage of the community. You don't get big community scale thinking out of a percentage. For meaningful input you need to move toward came up the community scale.

There is something else. Not just about who comprises your community. That is the demographic information you need to know. It is not just everyone. Is -- it is what the community values. This changes over time. We have seen this. It changes with generations and migration. It changes with all sorts of different factors. I used to work in the Buffalo County Library in New York State. The branch I worked in had in collection of Polish language materials. Novels and translations and original works. Magazines and newspapers. Materials for Polish speakers. The problem was the Polish community moved out of the neighborhood 20 years before I started working there. They had an amazing collection worth a good deal of money and time that had been put into to reading it. The people who was intended for was the supports -- suburbs. We needed books in Spanish. We needed more low reading level high interest materials. This is really a tragic story. That library is now closed. It just shows how you can have a good idea of what the community was at one point in time. If you don't keep it up-to-date you are not doing your job. It might at have anything to do with what we learned in library school. If we don't figure it out it will have hazardous effects to our health.

This is -- how inappropriate it was to how these computers and filling out forms. A colleague in the audience lost it. He stood up and said, are you kidding me? Shame on you. This is what they care about, what they value and what they need. How do you tell them it's not okay for them to want that. It is a point at which you encounter a patron who asks for something totally unreasonable. This is a deal where, what the library thought they wanted to do and what the community really felt he needed were in conflict. The library

responded, they just want the wrong thing. We have to pay attention to what they value. Not just what we value.

We need to ask about that in a useful way. Ask the right questions. We talked to a lot of civilians. We talked to a lot of other people who have done this kind of community conversation process. We have compared our results. We have a pretty good sense of what works and what does not. What is useful after the data gathering process. We have a practitioners view of what you can do with to engage it in your community. A key and affordable -- making an affordable and useful. It is asking the right questions.

It is absolutely mandatory to start off a conversation with a member of your service area. Who represents the constituency in your service area. With something they can answer easily. Something down-to-earth and practical. Not theoretical or imaginative. Something not about the library. Their first interaction with you should be something they know about. They need to feel smart and you don't need or want to set up a situation where they look to you to give them a hint about the right answer. If they start saying stuff like I know this is probably stupid. That is a good sign that you are not asking the right question. Ask about what they know. Don't ask them about the library.

You I think what on earth are they talking about? Let me give examples. One of the questions we asked frequently. What is great about living here? Or if we are working with the universities libraries question might be why do people choose to study or teach or do their research here? We might ask something like, if you could change one thing about this town or about this campus or school district. What would it be? Another question. What keeps you only get the? We are not trying to create course but we want to know what they are worried about in their communities. To be meaningful, the conversation has to be about what they care about that what we care about.

Some of that is the perspective. We had an experience where we were listening to a young library and report successful project that she did for our summertime mad science program. This was a great public library program. They had scientist come in talking to people. They blew things up in the parking lot. It was fun and a good media coverage and attendance. She gave her report and it was upbeat. At the very end she said, this just proves the public doesn't know what they want because I asked what kind of programs people wanted. On my survey. I did not get response. I did not hear anything about mad science programs.

That was not the right question. If you are talking to parents about programming for children. He did not say, what topics or what kind of programs should I do? You say things, what do you want for your kids? Talk about outcomes and results. It is up to you to figure out what would get them there. A parent would not know the answer to what you want for your kids. They would say I want them to be as smart in September as in June when they left. I want them to do things that gets them out of the house. Want to do things as a family that doesn't cost $100 and is interesting for all of us. They can tell you that but they are not going to list library tasks to do. They don't know that stuff and it is silly to ask them.

Some of this is about understanding how people see themselves. For professions. We are devoted to privacy and confidentiality. We are not accustomed to asking about personal issues or motivations. For this kind of work, you need to get over that. I am not talking about staggering personal information but I am talking about doing the kind of job where you understand and empathize at a human level. The one place you don't go. You can ask what they value or what they enjoy. Don't ask about their behavior. You want their opinion and value but you do not ask them to account for the specific actions. Here is a bad question. Where do you hang out on the weekend? That is not -- that is invasive. You can't ask what makes a destination attracted to you? Do you

see the difference? The difference between tell me how you are what you are up to like I am stalking you. Versus tell me what your criteria are for making a decision. What makes a destination attracted? You are not being invasive but helping to understand how it they see themselves.

Library stockers make you nervous -- stalkers make you nervous.

The library folks always want to be very specific and measurable and very, what were you doing last Saturday at 7:00. That is not appropriate. You can still get opinions without going there.

The trick, you have to listen. Sometimes someone will to you. This is what makes a destination for a. Or why I like to go to an out Burger. You immediately or I should say the reaction frequently is to point out, we don't have that kind of budget. Listen to what they are saying and not spend a lot of time trying to correct their opening or point out the constraints we have. This isn't a place to explain or justify how libraries work. It is about getting their sense of what they value and care about. Not about boat on both educating those people.

I have an example. J. Jordan retiring as a seal. Went to Saudi our radio -- Saudi our radio -- Saudi our radio. They were sitting around a table as they were signing contracts. He was telling them about the wonderful things they could do. Once you learn about this or that. They said, it is not our job to learn about OCL. It is OCL job to learn about us. If you put the word library in there instead of OCL you are on the mark about what we need to do. Learn about them. You do that by listening and not by talking. Sometimes when we look to make a change we want to talk about the future with the people we serve. I am not a psychic. I am a futurist. You can ask people to look ahead.

The key is not to ask them to make things up. There are good ways to do that. The first 20 to talk about the future is to look at analogy. How can the library need more like XYZ? That say you are trying to update your library's website. You are obviously a web user. What kind of website you think are attractive or what makes a website make you want to go back to it? They are talking about the future of the library and how you change moving forward. They are basing it in an analogy that is real now. Rather than making up flying cars and things. You can do that with almost anything. If you are working a destination. Ask them to think about destination and how the library can be more like that. If there's another way to do this.

Talk about past experiences. Especially consumer experiences. Things that have worked well in the past. A good example. Ask them to think about a favorite place to shop. You don't have to ask what it is. Just an image in their mind. What do you like about shopping there? What is it that makes you want to go back and drop a few dollars? Is at the center -- friendly people? As you talk about it in talk about how it is always clean and open when you want it open. You start to get the sense of what makes a good summer experience for them. It is based on what they have already experienced.

I don't think it is kosher to ask them therapeutic? How it made them feel. I find that when we talk to people this way. When they start to describe an experience they tell you how they felt. Pros and cons. We have that sometimes in the library. You can ask the question about analogy this way. How can we change the library experience? They will tell you what they don't like about an experience also. They will tell you even if you don't ask.

Here is something else I think is really hard for people to wrap their brains around. Once you sort this out it clarifies it. Asking community of members about outcomes. How they want to turn out. What results they want. What is the finish line? What kind of outcome do you want? I want a job. I want my kids to be smart. I

want something fun to read on vacation. How do you want this to turn out? They can tell you that. They can talk about future outcomes. Very articulately. They can imagine how things turn out in the future even if they cannot imagine how we would get from here to there. If you put the people you serve in charge of articulating the decide outcomes. You look to management to articulate what the library principles are. The basic values. The staff are the peace in between. The staff are responsible for identifying and implementing specific tools that takes -- and techniques that hold true to the values and deliver the outcomes. You don't say, to a member of your service population, do you think we should consolidate our desks? [LAUGHING]. You can say, how they want things to turn out. Say, I need this to be fast. They can tell you how they want the outcome to be. This can be approached in a variety of ways. Once it eighth we use is to ask people to imagine themselves. That the library. Imagine themselves five years into the future. Imagine how their life will be. What their community will be. What their situation will be like. We ask them to write a headline or tweak or short statement describing the positive outcome. An example we use is George and told -- John when a Pulitzer Prize. How would a report in the newspaper that things turned out great? If they can articulate the outcome, you can go back to the library and say how do we to library things to get from here to there?

Yes. If there are certain techniques to foul, there are also blind alleys. Things to avoid to save yourselves and your local civilians time and for station. For example, don't ask them to make predictions. Civilians generally know all about the past. They may or may not know a lot about the present when it comes to libraries. They have very little reason to have thought about the future of libraries. Ask them what they think libraries should be doing in three or five or 10 years. It is and exercise in futility.

The future they spend time thinking about is their own future. What they, families, businesses is going to be like in the future. They have aspirations in that area because that is their area of expertise. Please, do not ask people to commit in advance to services that do not exist. Asking a question along the lines of, if we did this, would you,? It is useless. Every kind of market research and advice you get from any source tells you, consumers are very poor predictors of their own future behavior and preferences.

People choose their services for a lot of reasons that we do not control. The single biggest reason to go somewhere or to try something is because my friends do. Giving people a lot of information about proposed change in the hopes they will commit somehow annoys me.

Also, asking people, do you think we should offer this? Yes or no. Don't ask them to commit whether they would use it. As long as they have no skin in the game people always say yes. That reaction is, sure, why not. Putting a list of services on a flip chart and asking people to put sticky dots next to the ones they like the most. Does not solve the problem. You're asking them to make a choice without a consequence and without context. Those are poor predictors of future behavior. I challenge you or anyone who uses the dots or other techniques to go back and see how accurately people predicted what the service should be like to they are not good at it and there is no consequence. To saying yes or no. It is a non-useful answer.

We have spent the last few minutes going against certain techniques for community input that does not work. We would like now to share experience we have been thinking communities that might work. Pointers on test results and information on what you can act. No heads of state were harmed in the making of this webinar. [LAUGHING].

We will talk about community meetings. There are specific things you can do to improve the quality of community meetings. For example, people do much better if they have a specific problem to work on. Describe what you need to accomplish. We are choosing a site for the new library. We are talking about

convenient hours. Something concrete. Ask them to list with you, great area for -- criteria for the solution. We are looking for sites for the library and we need it to be at least one of these for sites. Here is how we think you should think about a site. Do you have criteria to tell us about the get the criteria. Define the problem. Work on the criteria for a solution. Then talk about the solutions. Don't talk about the solution to the problem and criteria have been discussed. You can present solutions on something that tilting sites. Usually there are spaces under consideration. Or you can ask them to come up with solutions that meet the criteria. Not just, let's sit in a room and brainstorm. That is not well focused. If you are working with a group, you might be well served to discuss ground rules and limit the time any speaker can have. Make sure when people raise issues or questions you may note of all of them even if you are not addressing them or they are not the appropriate time. Park them in a place put where people say they are heard. We recommend a handheld or phone and a staff member or members who run with that too with -- where the speaker is. We find more people do that than when they have to line up at a standing microphone.

If they can hold onto they can control the sound and length of the speaker time. Civilians in open meetings have strong feelings. Some of them are interested in a particular proposal. The library site, is it still an issue? Some are just, like the library and want to support you so they come. Sometimes they are willing to attend anything with a microphone attached.

Last on the list of reasons is because they enjoy participation in civic life. If you have an open meeting. These people slight themselves. Think about what their needs are. The single biggest need is to be heard. Make sure you note every comment and be sure to thank them for thing -- stating it.

If you don't have a face-to-face or you want to supplement a meeting. You can use social media to get information from a certain part of your public. Do this by posting your question in non-library forms. Not just your own channels. Let me repeat. You want to be involved in other people's discussions. Not always try to drag people back to where you hold your conversation. If you can put these out in other people's Google, Facebook, get the discussion going in other places. It is a useful way of getting good feedback. Do regular updates. It has to be at least every week. You have to keep the discussion going. You cannot put something out there and let it sit for weeks or months. Set up alerts to clean what is going into -- going on. YouTube searches etc. Find out how people are talking about the library. On your campus and community. Eavesdropping on social communities. If you set up a local court -- Google alert. It might be the free library or whatever. Getting. She is so you get the feeds as people talk about it. You'll read what is being said about you. It is a great way to find out and you can also correct erroneous information.

You can also get good input as you try to do your own planning.

We also believe interviews can be very effective. Remembering of course that generally speaking attributes especially one-on-one, are time consuming. Don't think you're getting a statistically valid sample unless you do a whole lot of them. We think they can be formal or informal. Informal once billed as good or better data sometimes. Who have choked in the community about having a greater speeches. We are promoted for a one-time we can do more good if we can do a leader questions. A few basic questions you can ask whatever you have a chance to ask someone. Some questions that were developed by [Indiscernible name] at Douglas County lever in Colorado. There are three questions and we added a fourth for the first is what is keeping you or your constituents awake at night? It gets people to talk about the concerns. What do you wish you knew more about? This is fascinating. What a great way for a library to know where it can add value. What do you wish you knew more about? When they did this in Colorado they found a common thread. A lot of people had the nonprofit sector and had the same information needs. They all wish they knew more about, fill in the

blank. What do you wish you knew more about? The third question. Who else should we talk to? Use the Bible social things from one interview to get you an interview with another person.

We added another person. When someone tells you what they are concerned about. It's useful to say, what you fail to progress this? What they say I am concerned about, failure to graduate from high school or job market or something. Say, what would indicate that is turned around and we are heading in the right traction again? You get a lot of great information. These are all things people feel comfortable talking about. If you are consistent in how you ask these questions, you see trends. The challenges to capture the comments without editorializing or reinterpreting them is to listen to what they say and make note and compare notes with other interviews.

They did a literacy campaign of a project some time ago. To increase the number of people volunteering to be tutors. I had a large team of people doing interviews. Some of them followed by directions and wrote down what the interviewee actually said. Some of them translated them into what they meant. We had basic literacy learnings that being library journey. -- Charging. -- Chart on -- jargon. You have to use the raw material and use it hard comes. You cannot put your words in their mouth.

You mean they really were not talking about Mark records?

They were never using the word literacy. They would say I needed help with my reading. They would talk about needing help. It was always my, Pacific -- possessive. Which was. Different from I needed an improvement in that literacy program. Or the all of the promotional material before that just showed a single person who already learned to read. We have to make them feel safe with the process. Interpreting them into the library framework you learn nothing.

A lot of people are enamored focus groups. Focus groups can be very useful. If done right they are not cheap. Before you go down the focus group trail. Consider a larger community meeting done on an invitational on the basis. To guarantee the important constituencies are being represented. There are lots of groups within the communities that applies to. Peoples who was first one which isn't English. Teenagers. Seniors. There are people that do not feel comfortable getting up and speaking in March meetings. You can use focus groups to solicit perceptions and views and a range of opinions when you're not trying to build consensus. They give you different ideas and points of views. You are just trying to clean their ideas and not to trying to convince them. You can also use that to probe an issue or a theme in depth. If you want to get into the deeper understanding of why people have these opinions. Focus groups are a good way to do it. You want to have 8 to 12 participants. Fewer than that, people feel like they are being singled out. More than that, people don't get a chance to speak. They time of between one and two wars is the most you can get of a focus group. To really make it work and work well. When they are done while they can be affected. When they are done for the specific purposes they are worked for.

This is important to have an objective moderator. Someone who clearly is not judging participants. There are parents or shows no -- a. -- Appearance. It is useful to have an observer from the library but that person's job is to be quiet and take notes and not answer questions. They are only a recorder and not a resource. With the permission of participants it is helpful to auto -- audio record. A limited agenda. Absolute maximum questions is about six. Fewer than that is good. If you are going to have several questions. The sequence should start with broad once and get more specific as you go. If you are worried about the money. Or you have access to students in a marketing program. They are useful resources for making this kind of event work well. Last and least, surveys.

There is a reason we put that last. Several surveys were harmed in making this presentation. [LAUGHING]. Most of the time surveys are awful. Too many are about popularity, satisfaction. Seldom statistically valid. Just because you can add up the scores does not mean they constitute data. I am done ranting.

Just because you can add it up to 100 and divide you cannot use that as a percentage?

To be effective a survey should have several attributes. The first thing, experience so rather than -- experience so -- experiential. It should be given as close to the experience as possible. Not later. An exit survey about what you did today the library is cool. An exit survey that gets mailed out days or weeks later is not useful. If you're going to offer a scale like you see on the screen. Have an even number of choices. Too often people will fall to the middle range. If you go 1-5 they will fall into three. If you go 1234. You can always say, one and two are on the one side and three at four are on the other. A clear delegation. Without making sure you are representing more than just a selected few you put into this. Don't kid yourself that this is anything but indicative of community thoughts.

You may end up with a lot of quote data but no actual information. When anyone has talk to you about anything. In this kind of process. The matter what format. We have received input from a number of your service community. He sure to thank them. Don't think them for your time -- their time. It reminds them they have taken up their time. Thank them for their service. This is especially true and effective if working with elected officials or community movers and shakers. Or people who have a lot of public demands on their time. If they begin to think that their conversation with you has been about service. They begin to think you actually valued their input in a different way. It is funny just what that one word changed does to their perception of their conversation.

After you have the input. What do you do? Unless you to the masses statistically valid professionally mutual data collection tweedle feel is within reach. Your approach to analyzing the input is probably going to be worse objective and mathematical -- much more subjective than a medical. If you want a more rigorous data collection, contract for it and don't to it yourself.

We recommend surveys. Just don't believe you add them up and get data. You get indications were trends are areas to explore. Certainly I would not recommend a survey that was only given to people who self-selected. If you try to add the data up. You need a big sample. Something like a pop-up survey about their recent web experience. That is effective. Along with the question Gmail out once per year and don't do a statistically valid job, it is not.

We get a lot more out of the comments people rate than questions that were raised -- select a great -- rate. Check the box is not the best go to method. There have been did surveys put they are by far the minority in the library world.

I recommend surveys if you actually do some research on effective survey methodology. It concludes with the experience that you are asking people to comment. Overall community engagement is not just counting the scores and dividing. In this. It is more art than science.

Definitely. You have to realize. Not every single piece of information you collect will be equally viable. It may not be valuable at all. It is like a gift from your in-laws. You have to accept it graciously but you don't have to use it. [LAUGHING].

Why do people think you are the nice one. Laugh -- [APPLAUSE].

-- [LAUGHING]. Here is how you can make it useful. The most important thing to look for the common threads that connect different people in different circumstances. We need to honor diversity and think in terms of inclusion. And 18-year-old looking for a job has more in common with a 50-year-old looking for a job and she does with another 18-year-old only looking for some new music or new websites to experience. We need -- if we build community we have to be careful not to perpetuate the kind of silos that are already existing in the community.

We did this and -- in multisite libraries where people wanted different conversations at different sites because they are also different. It is like, okay. What caused the sites?

You also want to find out what surprises people. You are looking for the ah ha moment. We had a great experience like this in Arizona. We were in a small community and were talking with a group of library leaders. We asked them to tell us about the community. What is the nature of the community? They thought about it. Finally one of them said, this is a place where people live until they can afford to live somewhere better. Everyone agreed. Someone else said, that is a heck of a thing to try to build a library on. We said, wait. That is exactly the sort of thing on which to build a library. If that is truly how the community sees itself. You have a great future and ability to help them do that. You can help them pass self service exams. English exams for new jobs. Help with technical skills and make sure their kids graduate from high school so they can move on to something better. That was the insight moment to help them rethink how the library was positioning itself in the community.

Sometimes it is seen threads of issues that recur and come up more often. It is about gauging the level of interest. Especially if there are things you agree with. We have an interesting chat about what happens if we get input. And the organization is not prepared to make the changes that are suggested by the people.

The question cannot be how we should run our library. It should be what results are you looking for? Then we will figure out how to run the library. Staff are more responsive when the task is that we need to do I rethink to help people move towards, fill in the blank. Helping their kids graduate from school. Enjoying their vacation more. Starting a small business whatever. Do not ask the civilians to design the service. We assure the staff first, last and always. That all they get to talk about is outcomes. It is up to the staff to decide how to do it. I have to say this and it is not really about dedication per se. The public by Rick Association planning for results process. It breaks that rule. When the public votes for the ones they like and the staff say, that is not the ones we like. No change happens. It is because it is the wrong question. You are asking civilians to design a library response. Don't talk to them about the response. Talk about the results. When staff feel they have choices about the response that will be made to deliver the results. They are much more receptive. They are using their ingenuity and controlling more of their environment. If the entire community says our top priority is great results for our children. And your staff says, I only to adult services. You have a different problem. The first step is to make sure staff feel like people who don't know as much as they do are trying to change their job for them. You have to keep the civilians where their expertise is.

Something else that comes up. We see this as an excuse. The community gets things wrong.

Do they ever.

Sometimes they get big stuff wrong and sometimes -- for sure I would bet money that most of the civilians

you talk to don't actually know what you are currently doing in your library.

See this all the time. He community group and someone in the audience says, you know what would be great is if I could go to a computer and find out what the library called. We have been doing online public access catalogs since the 1980s. People get -- you say, great idea. It is the URL. But, they get it wrong.

It doesn't mean they don't know anything. You have to build the bridge. If they tell us things we know are not true. Instead of trying to straighten them out. What we take away is, how do we actually communicate or effectively. What we are doing now is not working.

Yes. Cannot blame someone because they don't know something because you have not told them and away they cannot learn it. The thing about this. The process is ongoing. That is a really good example. People have it drilled into their head. What libraries used to do. Books. They are going to have a hard time getting the message that there is a lot of other things going. The process of asking the right questions and how you get the information out is ongoing. It is not quite as hazardous as this guy is doing. It is like painting the cold gate Bridge. You start at one end -- Golden gate Bridge. You start at one side and get to the end and start over. Constant engagement is the rule and not the exception.

It takes a while to learn how to do it effectively. Once you get the hang of it it is very interesting. There is

We have a really good question in the chat room. When the community wants many outcomes, does the library decide what they can focus on or what is reasonably possible to accomplish?

Anything we do with task the community of narrowing goes down. We tend to put people to work in small groups. Say, you work with the six other community representatives. We asked them to do some of the hard work. Not by voting with sticky dots but having conversations. The work of this group is -- these are the ones. These are the ones we agree are important.

Another part. We have never been in a situation. We are as the discussion has gone on in a community envisioning workshop where it hasn't pretty quickly narrowed down to a few key things. They are not the same in the old cities. It comes down to a few things. If we work with the university they are looking at student outcomes and retention and research capabilities. If we work with the public library frequently they think about student success. Stuff for seniors. We are it gets demanding is where we start turning the conversation to the techniques instead of the outcome. They want to have this kind of video or this kind of hours or this kind of whatever. If you can keep the discussion at the outcome level instead of the principal level. I'm sorry instead of the technique level. You get away from where you have 450 different things each getting one sticky..

You made another case for conversation as opposed to survey. When you have a conversation. You can look to consensus and put them to work on consensus. If you send out a survey on a long list of items you tend to get a longer list back. You can't process that in any useful way. It is not a science. It is an art. I don't want to say, -- we send all of our time doing this. Most groups, by the end of the day, all of the different ways we engage them. Sometimes we use all techniques. Six or so. 3-8 big deal outcomes will come to the top. They are not the same everywhere. I am surprised. Sometimes one are or are not on the list. It is not a huge laundry list. If you get a huge laundry list you are probably asking technique questions and are probably asking a technique that does not lend itself to consensus building.

Thank you very much Joan.

George thank you very much.

Thank you to our tech people. Thank you all very much. I will turn it back to Eileen for the wrapup.

Thank you George and Joan for an intriguing webinar.As a reminder this will be archived and available on the website later today. We ask you to complete the survey as you exit. We appreciate your feedback. We will see you at the next webinar.

[Event Concluded]