 Kitsap Regional Library

**GF**

**2015 PROJECT REQUEST FORM**

|  |  |  |  |
| --- | --- | --- | --- |
| PROJECT NAME: | MLIS Candidate Cohort | DATE: | 2/12/15 |
| NAME: | Audrey Barbakoff | PHONE: | X9195 |
| STRATEGIC pLAN: Vision 2020  Initiative and goal | Our People: Develop a clear career path for Kitsap Regional Library staff who wish to advance within the organization | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| PROJECT TIMELINE: | Start: | 04-01-2015 | Finish: | 10-01-2015 |

|  |  |
| --- | --- |
| PROJECT DEFINITION: | **Provide detailed description of this project. Please include relevant history, the financial and resource impact to KRL, as well as the service to the patron or the business problem this project will solve. What is the goal of this project?** |
| Kitsap Regional Library is committed to supporting our staff’s professional development, and to creating career pathways for those who wish to advance. It reflects well on this commitment, and on KRL as a whole, that many of our staff at all levels choose to pursue their MLIS degrees while working here. Currently, we have 6 MLIS candidates on staff, including Pages, Library Assistants, Library Associates, and Service Department Specialists. At least one other staff member is currently applying to MLIS programs.  By creating an internal program to support these individuals while enrolled and recently graduated, the library can help prepare them for the librarian workforce, and build our own local pool of talent ready to advance within KRL.  I met with the current MLIS candidates to learn about their needs. Together, we identified several key elements that would provide our students with the support, experience, and vision they need to be successful.   1. We will create a cohort of MLIS students and recent graduates (1 year or less since graduation) that meets once a month.   Currently all of our MLIS candidates are enrolled in online programs, a trend likely to continue for working students. As a result, they may lack the supportive environment of peers that residential students experience. By connecting our students from different branches and departments, we ease the road to academic success by helping them benefit from each other’s experiences and advice.   1. We will invite mentors from around the system to visit these meetings.   MLIS students are often searching for the right niche to pursue upon graduation. However, their classroom studies do not always give them a sense of what a particular job would be like in the real world. While working at KRL provides some practical insight, in their daily jobs our students have few opportunities to get an in-depth view of other roles. A mix of people from around the system – branch managers, librarians, administrators, collection developers, and more – will visit this group, to talk about their roles and answer questions. In addition to helping MLIS students clarify their career goals, these meetings will help them build relationships with people around the system.   1. MLIS students will have the opportunity to propose a defined, time-bound project, which they will lead under the supervision of a librarian or manager.   In order for our internal MLIS candidates to be competitive with outside applicants when jobs become available, they must have some practical experience in the field. They need an opportunity to develop and demonstrate higher-level skills, especially those which may not be included in their day to day jobs. Through this project, they will identify a need at KRL, show initiative and leadership in addressing it, and work with a project mentor to develop skills related to the project. For example, a Page with an interest in becoming a Selector might take on a special project in collection development, under the supervision of the CTS Manager.  To propose a project, candidates will contact the Adult Services Manager (or, after the end of this six-month pilot, HR) stating their interest and general idea. With the approval of their branch manager, they will be matched with a mentor. The candidate and mentor will meet to identify a project both meaningful to the student and directly beneficial to KRL.   If they agree on a project, the student and mentor will use the Project Request format to establish its goals and timeline. The student, the project mentor, and the student’s direct manager must all approve the project, and send the final project request form to the Director of Branch Services and the Director of Human Resources. Unless the project has significant procedural or financial ramifications for KRL, these project requests will not generally need approval from Operating Council. | |
| **Is this project new or an update of an existing process or system?** Are there changes or additions to physical workspace or technology? Describe any changes to manual or automated procedures or workflows, including any interfaces to other processes or systems. Include practices or technical systems that will not be necessary when project is complete. | |
| This is a new project. It alters workflow by gathering MLIS students from across departments, branches, and job descriptions on a regular basis for meetings. It may also result in a variety of service improvements as projects are completed. | |
| **Describe this project in detail when it is complete.** Include SMART objectives.  Specific-Specifically state what you are trying to achieve.  Measurable – How will you measure or evaluate progress?  Achievable-Is this goal dependent on anyone or anything else happening?  Relevant – What effect will this have?  Timeframe – What are the steps and timeline for each step?  **Also include how this project will be evaluated and how will the success of this project be measured?** | |
| S – Prepare KRL staff enrolled in MLIS programs to advance in our organization and their careers.  M – The students will complete evaluations for every six months of meetings, and individually at the end of any student-initiated special project. Success will be evaluated by their perception that this opportunity will help them advance in their careers, as measured by a survey. Any project mentors will also be asked to evaluate the usefulness and ROI of the experience.  A – Current MLIS candidates have indicated that a monthly meeting is possible within their schedules. At least one department has already expressed interest in supervising a project.  R – By encouraging the next generation of library leaders, this project directly serves our strategic goal of developing a career path for our staff. It may also help support the 2015 Director’s Goal 4-L: Plan for succession of key positions.  T –  Week 1. AS Manager schedules cohort meetings.  Month 1. Monthly hour-long meetings with MLIS Cohort begin. Cohort creates a list of job titles they would like to learn more about.  Month 2. KRL staff from those specialties, and if applicable from outside organizations (i.e. archives, academic libraries), begin visiting cohort meetings. Visits will be scheduled for 30 minutes.  Month 2. MLIS students may begin submitting project ideas and seeking mentors.  Months 3-6. Meetings continue. Projects, if any, begin.  Month 7. Evaluation. MLIS students evaluate the program so far. The results decide whether the program will be discontinued or continued, and what if any changes need to be made.  Month 7 – ongoing. At this point, the pilot project is over. If the pilot is successful, this system will be adopted as ongoing. At this point, HR will take responsibility for continuing the program. The group will continue to submit evaluations every six months to the Director of Human Resources. | |
| **Describe what this project does not entail. In other words, what tasks are outside the boundaries of this project?** | |
| As MLIS students may be enrolled in any of many possible residential and online programs, this project is not specifically tied to the University of Washington’s Capstone or Directed Fieldwork credits, or to any other university. Students interested in pursuing a for-credit opportunity will work with their branch managers directly to forge a solution that works for them, and will be individually responsible for ensuring that their project qualifies for credit. Other project requests specific to working with Capstone students already exist. | |

|  |  |
| --- | --- |
| PROJECT SCOPE: | **Describe the business gain, efficiency improvement and/or financial impact of this project, including the ROI (Return on Investment.) Who will be doing which tasks?** |
| By increasing our ability to hire from within, this project creates a significant business gain for KRL. When positions open, they can be filled quickly with highly qualified and vetted internal candidates. Less training time will be needed in the new position, as the employee will already be familiar with many KRL procedures.  Supporting our current students may improve job performance and decrease turnover by reducing students’ stress, improving their work-life balance, and presenting KRL as a caring and exciting place to work.  Because it fosters relationships across branches and departments, this project will help build our sense of identity as a system-wide team.  The specific projects students develop will be designed to improve service or efficiency at KRL. | |

|  |  |
| --- | --- |
| COMMUNICATION PLAN: | **Describe how this change will be communicated internally and externally.** |
| First, the AS Manager will communicate directly with the current MLIS students and their branch managers. Going forward, it will be important that we continue to identify students who enroll in MLIS programs. We will ask branch managers to notify the Director of HR when one of their staff members enrolls in a program. HR will then work with the student employee and the branch manager to communicate the available opportunities. | |

|  |  |
| --- | --- |
| Budget & Funding: | **Summarize the initial costs as well as any ongoing maintenance costs of this project, and indicate any intended funding sources or budget lines.\*** |
| None.  ***\*If you plan to seek outside funds to initiate or maintain this project,* please *complete grants and special funding section below.*** | |
| **Please list any individuals, groups, organizations, and/or grants that will be targeted for funding in association with this project.** Include names of responsible for soliciting funds or writing grants; an estimate the time spent for preparing the proposal or grant as well as any ongoing and/or summary reporting requirements; and attach related documents. | |
| None. | |

|  |  |  |
| --- | --- | --- |
| DELIVERABLES: | | **Please list the deliverables of this project.** |
| 1 | A monthly meeting of our employee MLIS cohort | |
| 2 | Regular visits by other staff at these meetings, to talk about their area of focus | |
| 3 | A form and process to allow MLIS students to propose defined, time-bound projects that build professional skills and benefit KRL. | |
| 4 |  | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| STAKEHOLDERS: | | **Check all those that will be impacted**. | | | | | |
| x | Staff | □ | Manchester | □ | Young People | □ | Reference |
| □ | Public | □ | Port Orchard | x | HR – Training | □ □ | Other: (list) |
| x | All Branches | □ | Poulsbo | □ | Facilities |  |  |
| □ | Bookmobile/Outreach | □ | Silverdale | □ | Finance-Payroll |  |  |
| □ | Bainbridge Island | □ | Sylvan Way | □ | IT |  |  |
| □ | Downtown Bremerton | □ | Administration | □ | Public Relations |  |  |
| □ | Kingston | □ | Collection Management | □ | Technical Services |  |  |
| □ | Little Boston | □ | Extension | □ | Digital Branch |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Signatures: | | | | | |
|  |  |  | Approved |  | Declined |
| Manager/Supervisor |  | Date | □ |  | □ |
|  |  |  |  |  |  |
| Director |  | Date | □ |  | □ |