



Project Compass Workshops: Workforce Recovery and Beyond

*Shifting mindsets, building skill sets
and increasing capacity*

Project Compass Workshops: Workforce Recovery and Beyond

Updated workbook: April 2012

Created by the Project Compass team

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Project Compass Workforce Recovery Workshops

A curriculum designed to help library staff provide programs and services that help their communities recover from the impact of tough economic times and thrive into the future

Created by the Project Compass team

Project Compass: Libraries lead the workforce for the 21st century

Project Compass is a partnership between WebJunction and the State Library of North Carolina. The project is funded by a grant from The Institute of Museum and Library Services (IMLS). IMLS is the primary source of federal support for the nation's 123,000 libraries and 17,500 museums. The Institute's mission is to create strong libraries and museums that connect people to information and ideas.



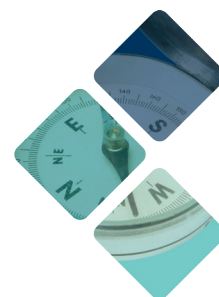


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Introduction to Project Compass



Year One

In the first year of grant funding from IMLS, Project Compass worked with representatives from state libraries across the country to investigate solutions and strategies for initiating and augmenting services to the unemployed in libraries in their states.

1. Survey of patron needs and library responses

An online survey collected responses from 50 state libraries and the DC Public Library about increased patron demands on public libraries, libraries' responses to those needs, and state libraries' support of the public libraries' work. The summary report was published in December 2009:

www.webjunction.org/documents/wj/Compass_Survey_Summary.html.

2. Strategic summits with state library representatives

Between March and May 2010, the project conducted a series of summits (four in-person, one online) designed to bring state library representatives together to build statewide capacity for facilitating partnerships and workforce development services in support of public libraries. Overall, there were 108 participants in this vibrant knowledge exchange. The year-end report provides a window into the ideas and actions that resulted: www.webjunction.org/documents/wj/A_Year_With_Project_Compass.html.

3. Online community of practice

The project created a new section on WebJunction to collect articles and case studies on Workforce Resources that could be accessed by any library staff who seek to provide services and programs for patrons impacted by the economic downturn. Many individuals have contributed to the growing pool of resources: www.webjunction.org/explore-topics/workforce-resources.html.

**Job seekers need
more than good
fortune.**



***They
need
you.***

Year Two

In the second year, which began in October 2010, the emphasis shifted to staff training and supporting frontline staff in public libraries to increase their efforts for workforce recovery.

1. Face-to-face workshops in high unemployment states

Based on an analysis of chronic high unemployment rates, the percentage of high unemployment counties within a state, and the number of library systems and staff, Project Compass identified a selection of “target” states to deliver local, in-person workforce recovery workshops to public library staff. The project developed workshop curriculum and conducted a “train-the-trainer” institute for trainers in 11 high need states, who will deliver workshops with localized content in high unemployment counties.

2. Programs and workshops for all

While local workshops will take place only in critical need areas, the program was designed to reach across the nation with support and resources for all public library staff serving the unemployed by:

- Publishing workshop curriculum and all project materials on WebJunction.org for anyone to download and repurpose
- Presenting local programs at state library association or regional conferences; programs range from one- to two-hour informational sessions to half- and full-day workshops
- Delivering an online version of the workshops with open registration
- Delivering free workforce recovery webinars.

3. Growing the online community of practice

The Workforce Resources section launched in year one continues to grow with contributions from library staff sharing ideas and strategies that have worked. Content includes articles, videos and webinar archives on a host of workforce recovery topics. This Project Compass workbook is a key resource developed in conjunction with the workforce recovery workshops. Over the course of delivering the workshops, the project team collected new resources and suggestions from participants, and incorporated them into this revised version. You will find the Project Compass workshop curriculum materials at: www.webjunction.org/explore-topics/workforce-resources/materials.html.



The Library, the Workforce and the 21st Century

This is an introduction to the IMLS 21st Century Skills Framework and its connection to libraries serving the needs of the workforce.

IMLS embarked on the *Museums, Libraries, and 21st Century Skills* project to underscore the critical role that libraries and museums play in helping citizens adapt to the fast-changing world we live and work in. Their vision is summarized in an elegant publication, which is available for download at: www.ims.gov/pdf/21stCenturySkills.pdf.

As a grant recipient under the IMLS Laura Bush 21st Century Librarian program, Project Compass is guided by the IMLS 21st Century Skills Framework, with a particular focus on how the framework aligns with libraries serving the needs of the workforce.

What are “21st century skills”?

Critical Thinking & Problem Solving	Social & Cross-cultural Skills
Communication & Collaboration	Creative Thinking & Innovation
Technology Literacy, Media Literacy	Productivity & Accountability
Flexibility & Adaptability	Teamwork
Global Awareness	

Of the longer list identified by IMLS, these nine skill sets are the most pertinent to the workforce and their performance in today’s work world. Although we may instinctively think that 21st century skills are all about new technologies, notice that technology appears only once in the list above.

You might be asking yourself, “*What’s so new about any of these skills?*” It’s a fair question. All of these skills have been key to success for many years in some fields or professions. For those who work in libraries in particular, communication, collaboration, teamwork, adaptability and much more have been necessary ingredients for successful performance. Even the need to keep up with technology is certainly not unique to this new century.

Shifting nature of the workforce

Let's take a closer look at the shift from the traditional to the contemporary workplace. This chart from the IMLS report sums it up well.

	20 th CENTURY	21 st CENTURY
Number Jobs/ Lifetime	1–2 jobs	10–15 jobs (U.S. Department of Labor 2004)
Job Requirement	Mastery of one field	Simultaneous mastery of many rapidly changing fields
Job Competition	Local	Global
Work Model	Routine; hands-on; fact-based	Nonroutine; technical; creative; interactive
Education Model	Institution-centered; formal degree attainment is primary goal	Learner-centered; self-directed, lifelong learning is primary goal
Organizational Culture	Top-down	Multidirectional (bottom-up, top-down, side-to-side, etc.)

Consider the impact of holding many more jobs in a lifetime. At a minimum, it requires *heightened* productivity, accountability, flexibility and adaptability. The shift from routine, nontechnical work to highly technical, nonroutine, creative work requires *intensified* abilities in creativity, teamwork and technology literacy. The fact that job competition is now global rather than local requires a global awareness that may be entirely new to some segments of the workforce.

In this globally interconnected information economy, the demands for all of the 21st century skill sets are heightened and intensified by the accelerated pace of change and by the shift from a manufacturing economy to a knowledge economy.

***“Lifelong learning is not an option anymore;
it’s a necessity!
SMART is the new RICH.”***

– Bernie Trilling, *21st Century Skills*

This is what all of the heightened demand for skills boils down to—the *necessity* of lifelong learning. The 21st century workforce does not indulge complacency.

This is great news for libraries! They have always been in the “business” of lifelong learning. Libraries are in a particularly core position to encourage continuous learning and improvement for adults beyond whatever formal schooling they may have had. Working with patrons who are impacted by the economic turmoil offers excellent opportunities, not only to build skills, but to shift the mindset to a 21st century kind of thinking—one that is agile and ready to embrace a lifetime of learning and expanding. Everyone wants to be RICH. Libraries are pivotal to cultivating and enabling everyone’s desire to be SMART.

Shifting the mindset is about much more than learning this or that new technology. Certainly, it is important for people to learn to use current tools. Even the most menial jobs require some level of interaction with a computer. Just about every job application is now online. Competition for knowledge industry jobs rewards those who stay steps ahead on the technology learning curve. However, whatever technology tool you are learning today, it is likely to have been replaced by something else tomorrow, next year, 10 years from now.

It's not about what to learn.

It's about HOW to learn.

As you consider programs and services that your library can deliver to support job seekers and entrepreneurs and to increase patrons' financial literacy, keep in mind the broader context of the 21st century skills framework. For each library response, think about preparing your patrons for the reality of continuous learning and helping them build the attitude and skills they need to know HOW to learn.

Use the *Project Compass 21st Century Skills Bridge* as a reference as you work through the *21st Century Workshop Discussion Guide*.

To learn more about the IMLS 21st Century Skills Initiative and access their free, online assessment tool, visit: www.imls.gov/about/21stCskills.shtm.

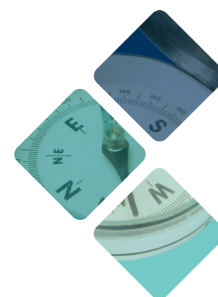


Workshop Discussion: 21st Century Library Shifts

How is your library responding to this shift? Place a check in the box that describes your library now. Discuss ways your library could demonstrate and nurture 21st century skills growth through workforce recovery efforts.

20 th Century Library	21 st Century Library
<input type="checkbox"/> Primarily content-driven Library as repositories for resources for job seekers	<input type="checkbox"/> Audience- and content-driven Library enlists input to identify changing community needs and remains nimble and timely in responding to those needs
<input type="checkbox"/> Mostly tangible objects Library building as destination for resources	<input type="checkbox"/> Tangible and digital objects Library's electronic resources and online presence recognized as expanded collection of resources and services
<input type="checkbox"/> One-way Library uses website and newsletter to share information	<input type="checkbox"/> Multidirectional Library provides options for public input and develops cross-community partnerships, leveraging social media outlets
<input type="checkbox"/> Focus on presentation and display Library provides programs and exhibits	<input type="checkbox"/> Focus on audience engagement, experiences Library enlists community representatives to help teach, mentor and exchange skills
<input type="checkbox"/> Acts independently	<input type="checkbox"/> Acts in highly collaborative partnerships Library develops lasting and impactful partnerships on behalf of community needs
<input type="checkbox"/> Located in community	<input type="checkbox"/> Embedded in community Library is recognized as community hub
<input type="checkbox"/> Learning outcomes assumed, implied Library provides training in basic skills	<input type="checkbox"/> Learning outcomes purposeful Library programs include consideration of 21 st century skills as learning outcomes for audiences

Informed by IMLS *Museums, Libraries and 21st Century Skills* Report.



21st Century Skills Bridge

This document builds the bridge between a library's responses to the needs of the workforce and the infusion of 21st century thinking at every step.

Shift the mindset.

Libraries have a critical role in helping citizens build skills and knowledge that will keep our nation strong and viable on the world stage.

The great news for libraries is that they have long been focused on many of the skills listed in the 21st Century IMLS project report.

As libraries step up to help the unemployed build skills, it is equally important to introduce a mindset that grasps the new economic realities and is prepared for a competitive workplace.

The 21st century skills framework can underwrite all efforts to provide lifelong learning experiences. Even a basic introduction to computers class can include a discussion of the online and digitized nature of our modern world.

Build the skill set.

Critical Thinking & Problem Solving	Social & Cross-cultural Skills
Communication & Collaboration	Creative Thinking & Innovation
Technology Literacy, Media Literacy	Productivity & Accountability
Flexibility & Adaptability	Teamwork
Global Awareness	



Discovery & Assessment

Discover and assess top needs of the community for workforce recovery.

- Understand how the 21st century economy has impacted the needs of the unemployed and how the library can help patrons adapt.
- Use current technology tools for research and community assessment; make exploration of new tools and platforms an ongoing effort.

Identify what the library can do to help.

- Provide online information about programs, services and events.
- Enable two-way communication with audiences about special events and programs, using current technology tools (blogs, Twitter, online forms, etc.).
- Engage in lifelong learning, modeling 21st century skills to patrons and the community, as well as keeping abreast with change.
- Encourage and integrate community input in planning and decision-making.
- Enable community stakeholders to participate in evaluation and refresh library responses.

Collections

Provide a current and relevant collection of online and print materials.

- Provide resources for the economically impacted that help them grasp the changing demands of the workforce.
- Provide resources that increase users' global awareness and understanding of the impact of globalization on the workforce.
- Provide guidance to support new users' effective use of online and digital resources.

Develop topical bibliographies and pathfinders.

- Provide guides and pathfinders that encourage patrons' exploration of new tools and technologies.
- Work with patrons to personalize and customize guides for the particular needs and priorities of target audiences.

Training & Programming

Connect patrons with online self-directed learning.

- Identify learning opportunities that enhance 21st century skills, such as critical thinking, problem solving or collaboration.
- Educate information seekers about the value of self-directed and online learning.
- Provide support for learners to develop skills and attitudes for success with self-directed learning.

Offer programs and classes that explore new ideas and opportunities.

- Customize programs to heighten audience engagement; offer at times when target audiences can easily participate.
- Design programs and classes to include consideration of 21st century skills as learning outcomes (interactive, focused on project-based learning, emphasis on teamwork, etc.).
- Ensure that programs provide 21st century context for the unemployed in the current job market.
- Provide opportunities for patrons' peer-to-peer knowledge sharing and networking.
- Encourage the use of current technology tools for virtual connection through online communities and social networks.
- Seek to stimulate creative thinking and encourage innovation.

Collaboration

Build relationships with community-based agencies.

- Reinforce the role of the library as community leader through networking and engaging in community activities.
- Pursue continuous improvement in communication skills and social and cross-cultural fluency.

Collaborate with partners to develop programs and services.

- Build coalitions of multiple partners to achieve program goals.
- Identify nontraditional partners.
- Work to achieve partnerships that are scalable and sustainable over time.
- Build toward a community-wide vision of a workforce that is able to thrive in the 21st century.
- Engage audiences, partner organizations and the wider community in lifelong learning.

Connect patrons with community agencies.

- Become familiar with community agencies; maximize the role of the library as a hub of the community.
- Engage community stakeholders and other institutions where appropriate.
- Coordinate with other agencies to make collections readily accessible by patrons.

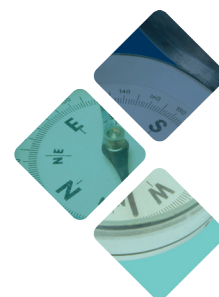
Communication

Promote library services and programs.

- Use social networking tools to market programs and services.
- Reach new or underserved audiences through the library website and other online venues.
- Embrace the concept of the library's "virtual branch."

Communicate the value of the library as an essential support system for economic recovery.

- Participate actively in the community and use these experiences to inform and deepen interactions with patrons.
- Track metrics over time for measurable outcomes of services and programs for the unemployed.
- Collect and broadcast stories and anecdotes about patrons' successful acquisition of 21st century skills and concepts.



Create a Workforce-friendly Library

Connect people to community services

Many job seekers have needs beyond that of finding a job, such as applying for government services, adjusting to reduced income or facing foreclosure. The library is a point of connection to ensure that people get the services they need as seamlessly as possible.

- Create and sustain relationships with local social service agencies.
- Create an Interagency Handbook that lists each agency, contact person and description of the services they offer.
 - Complete a **Community Social Services Analysis Agency Profile** for one or more agencies you connect with.
- Keep a reference log to identify needs the library cannot fulfill and connect patrons with agencies that can.
 - Use the **Library Services Analysis** worksheet to identify your patrons' priority needs.
- Watch the **2-1-1 and Library Partnerships** webinar archive to learn about connecting patrons to the services provided through the 2-1-1 database.
- Find local contacts with the **Mental Health Services Locator**.
- Create a "Help for Hard Times" flyer with community information, such as help with bill paying, food pantry locations, emergency housing, etc.
- Create a social services bulletin board with brochures and flyers from local agencies.
- Have a binder of social services that allow patrons to discover other community services in a manner that respects their privacy.
- Provide a basic collection of print resources relating to social services.
 - Review the reference collections for **Health & Medical Information** and **Legal Information** from Somerville Public Library (MA).
 - Review the Kalamazoo (MI) Public Library Topic Guides, which have staff book picks, relevant databases and magazine/newspaper titles, and links to community and Internet resources for **Consumer Information**, **Health**, **Law** and **Tax Information**.
- Connect patrons with online resources relating to social services.
 - Click the *E-Government Videos* tab on Pasco County (FL) Library System's **E-Government Tools** site for very short videos ("chapters") informing library staff about the e-government services available to patrons.
 - Review the Library of Congress' online directories on topics of **Health/Medical** and **Consumer Information**.

Be a welcoming family-friendly place

- Open early one or two days per week for job seekers only.
- Remove time limits for computer use for job seekers and new learners.
- Place job center computers near the reference desk so patrons can get help easily.
- Consider leaving Wi-Fi “on” 24/7 so that patrons can access it from the parking lot on weekends or after hours.
- Have a flexible phone policy for those in need.
- Offer free coffee during job center hours.
 - Can’t afford coffee? Ask a local bank or business to sponsor it!
- Offer free print copies for job seekers, or one free copy of a résumé on nice quality paper.
- Offer five free résumé faxes per week.
- Schedule job-seeker workshops to coincide with storytimes.
- Place a computer in the children’s area for parents to use for job seeking.
- Offer just-for-fun family programming on Friday or Saturday nights to help those struggling financially to spend time together as a family.

Keep staff prepared and informed

- Provide training on how to respond to the economically impacted in a positive and productive manner.
 - Review these [Standards of Library Customer Service](#) from the Davenport (IA) Public Library, which cover upholding confidentiality, creating a welcoming atmosphere, exhibiting respect and more.
- Provide “reference interview” training to learn how to elicit the patron’s actual need, which frequently is not the question they first ask.
 - Use role-playing and practice for learning how to interpret nonverbal cues from patrons.
- Library staff can help each other learn through mini-workshops, “lunch-and-learn” sessions or knowledge exchanges at staff meetings.
 - Offer mini-workshops for staff on social networking and new tech tools for job seekers.
 - At staff meetings, ask each person to share an experience he or she has had with an un(der)employed patron.
 - Brainstorm with staff to understand “a day in the life of a job seeker.”

URLs Reference List

Connect people to community services

Community Social Services Analysis Agency Profile and Library Services Analysis worksheet:

www.webjunction.org/documents/wj/Community_and_Library_Services_Analysis_Tools.html

2-1-1 and Library Partnerships: www.webjunction.org/events/wj/2-1-1_and_Library_Partnerships.html

Mental Health Services Locator: <http://store.samhsa.gov/mhlocator>

Somerville (MA) Public Library

Health & Medical Information: www.somervillepubliclibrary.org/reference/health.html

Legal Information: www.somervillepubliclibrary.org/reference/legal.html

Kalamazoo (MI) Public Library Topic Guides

Consumer Information: www.kpl.gov/guides/consumer/

Health: www.kpl.gov/guides/health/

Law: www.kpl.gov/guides/law/

Tax Information: www.kpl.gov/guides/tax/

Pasco County (FL) Library System's E-Government Tools: <http://pascolibraries.org/egovtools.shtml>

Library of Congress

Health/Medical: www.loc.gov/rr/scitech/selected-internet/medical.html

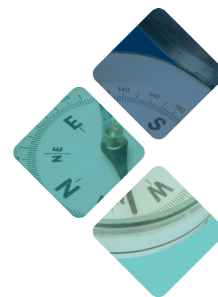
Consumer Information: www.loc.gov/rr/business/beonline/subjects.php?SubjectID=5

Keep staff prepared

Davenport (IA) Public Library Standards of Library Customer Service:

www.davenportlibrary.com/Default.aspx?PageId=170&nt=122

Community Partnership and Collaboration Guide



Build relationships and develop partnerships with other agencies in the community to augment library services and programs for those impacted by the economic downturn.

Advantages of Collaboration

This list can be adapted and used as talking points when you reach out to potential partners.

- ☐ Avoid unnecessary duplication of effort or activity and conserve resources, expand services and programs; share training or meeting spaces, technology skills and costs.
- ☐ Make library services more visible and valued; ask collaborators to partner in marketing and promotions.
- ☐ Increase staff job satisfaction and a better understanding of roles in a broader perspective.
- ☐ Foster cooperation among multiple community partners; act as facilitator for regular meet-ups with other agencies.
- ☐ Disseminate local expertise and information through online sharing using blogs, discussion groups or other social networks.
- ☐ Foster political alliances.
- ☐ Work with local and state agencies to provide business development workshops and research.
- ☐ Leverage the library's recognized brand and reputation: The library's enduring standards of inclusiveness and accessibility are valued by other partners. Businesses and organizations want to support specific causes and be public with their support to give their companies identifiable personalities, showing that they support the community and the people in it. Libraries can help them connect to customers, investors, employees and the community.

Collaboration Strategies

- ☐ Start the conversation.
- ☐ Conduct a community leader interview. Community interviews are a very effective technique for learning about the needs of your community and for developing relationships with other service providers. The technique is personal and informative and begins the process of building trust that is essential for successful collaboration. A useful guide was created as part of the Spanish Language Outreach Program: www.webjunction.org/content/webjunction/materials/wj/Community_Leader_Interview_Guide.html.
- ☐ Be ready to tell the library story: www.webjunction.org/content/webjunction/documents/wj/Marketing_Your_Library_to_Job_Seekers.html.
(Part of the Marketing Toolkit for Library Outreach to Job Seekers)

- ☐ Look locally for partners who will help make an impact. Collaborative efforts should center on finding an answer, making a difference or taking charge of a community issue.
- ☐ Focus on the cause and the people—whether it concerns literacy, economy, unemployment, etc. Be careful to not get caught up in focusing on how the individual organizations could benefit, but on what you can accomplish together to serve your community members.
- ☐ Specify shared goals and rewards that your partnerships will foster.
- ☐ Use open communication; share timetables and have periodic meetings to share information with your partners.
- ☐ Clearly define roles and responsibilities in any collaboration.
- ☐ Ensure the ability to make necessary decisions for situations that arise.

Potential Partners for Collaboration

Start with this list but think outside the box to identify opportunities for new or renewed partnerships.

- ☐ Businesses/chambers of commerce/visitors bureaus: major employers; minority business owners; small business owners; human resource officers; city, county and ethnic chambers
- ☐ Community services organizations/associations/clubs: AARP, AAUW, American Red Cross, Kiwanis, Lions, literacy organizations, Rotary, Soroptimists, United Way, VITA
- ☐ Economic development organizations: economic development councils, real estate brokers, homebuyers agency, renters association, Service Corps Of Retired Executives (SCORE)
- ☐ Educational organizations: community colleges, multilingual programs, PTA/PTO, school board, other libraries, private schools, home school organizations, higher education institutions/organizations, state/county extension office
- ☐ Ethnic organizations: Asian Resources Center, Hispanic centers, Inter-tribal Council, Urban League
- ☐ Family services organizations: social services department, Family Service Agency, Jewish Family Service
- ☐ Financial representatives: banks, credit unions, financial planners, stockbrokers, consumer credit counseling services, certified public accountants, insurance agents
- ☐ Government/political representatives: mayor, city council, county supervisors, city/county fiscal office, law enforcement (e.g., for understanding scams and ID theft), treasury department, department of commerce, social security administration
- ☐ Health organizations: American Cancer Society, American Heart Association, hospitals, public health nurses, early intervention programs, public health clinics
- ☐ Job/workforce service agencies: OneStop, Department of Labor, Workforce center
- ☐ Legal organizations: ACLU, bar association, legal aid, NAACP Legal Defense Fund, fair housing
- ☐ Media representatives: newspaper, radio, TV, ethnic media, local magazines and newsletters
- ☐ Miscellaneous organizations: arts and cultural groups, athletic groups, censorship groups, historic preservation groups, local neighborhood groups, men's groups, veterans' groups, women's groups

- ☐ Organizations fighting discrimination: Anti-Defamation League, human rights groups, NAACP
- ☐ Organizations of/for people with disabilities: center on deafness, council of the blind, health and human services agencies, Easter Seals, Goodwill, independent living centers, United Cerebral Palsy
- ☐ Organizations serving ex-offenders: department of corrections, Friends Outside
- ☐ Organizations serving the homeless: food closet, homeless assistance program, Salvation Army
- ☐ Refugee/immigrant centers/services: Catholic Social Services, refugee rights association
- ☐ Religious organizations: church organizations, ministerial association
- ☐ Senior centers/service organizations: Area Agency on Aging, elder abuse/care agencies, RSVP
- ☐ Technology experts: computer clubs, consultants, community colleges, Internet providers, universities
- ☐ Women's centers/service organizations: battered women' shelters, YWCA, NOW
- ☐ Youth service organizations: Big Brother/Sister, Boy Scouts, child abuse agencies, recreation programs, Girl Scouts, Junior Achievement, Head Start, Even Start, child care associations, Association for the Education of Young Children, school-age care and enrichment programs

See excerpts from *Planning for Success Cookbook* section on Communication and Partnerships.

www.webjunction.org/content/webjunction/documents/wj/Planning_for_Success_Cookbook_Overview_and_Toolkit.html.

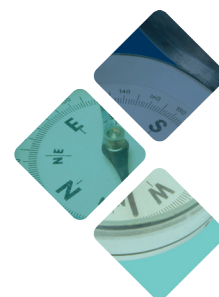
Potential Partners Worksheet

Use this worksheet to evaluate each potential partner.

Partner #1	
Partner #2	

Factors	Partner 1	Partner 2
1. Environment		
a. A history of cooperation in the community		
b. The group is seen as a legitimate leader		
c. A favorable political and social climate		
2. Membership Characteristics		
a. Mutual respect, understanding and trust		
b. Appropriate cross-section of members		
c. Members recognize the benefit of the collaboration		
d. Members are able to compromise		
3. Process and Structure		
a. Members share a stake in both process and outcome		
b. Multiple layers of participation		
c. Flexibility		
d. Development of clear roles		
e. Adaptability		
f. Appropriate pace of development		
4. Communication		
a. Open and frequent communication		
b. Established informal relationships and links		
5. Purpose		
a. Concrete, attainable goals and objectives		
b. Shared vision		
c. Unique purpose		
6. Resources		
a. Sufficient funds, staff, materials and time		
b. Skilled leadership		

Collaboration: What Makes It Work, 2nd Edition, Amherst H. Wilder Foundation



Getting the Word Out Guide

Don't assume that everyone knows about all of the excellent resources, workshops and services your library has to offer to the community. Even people who come into the library don't necessarily know the extent of what you have to help them.

It is also crucial to communicate beyond your users to other stakeholders in the community. When you're pitted against the police and firefighters for funding, be bold and clear about how "libraries are public safety, too" and how they contribute to the economic well-being of the community.

Inside Promotion

- Have big signs and little signs to direct users to specific sets of resources. For example, make it easy to find the computer(s) with extended time limits.
- Create table, wall or case displays of "Job & Career Help Center" or other workforce recovery resources.
- Place prominent links to workforce resources on the library website.
- Promote classes, workshops and special events with posters, brochures and flyers inside the library and in all of the branches.
- Use a digital frame at the circulation desk for a rotating screen display that advertises meetings, programs and events at the library.
- Use your phone tree to promote events: "Press 6 for a listing of local job-seeker events (job fair info, etc.)."
- Design various bookmarks that will help patrons with different aspects of job search and unemployment.

External Promotion

- ALA's **Public Awareness Tools and Resources** is a general guide to promoting library services.
- The **Marketing** section on WebJunction has useful articles on marketing and branding.
- **Marketing Toolkit for Job Seekers** has general principles and strategies that can be applied to the marketing of any library program or service.
- Use the media—articles or columns in the local newspaper, radio spots or your Facebook posts.
- Place promotional flyers and brochures in community agencies serving job seekers and the unemployed.
- Ask other agencies to provide links to the library resources on their websites.
- Participate in local career fairs, farmer's markets, music festivals and county fairs.
- WOM—Never forget the all important "word of mouth."

Communicating Value

Understand the value of the library as an essential support system for the development of the local economy.

- See the collection of **Impact Studies and Reports**, including statistics about increased library usage, especially by job seekers, and some ROI data.
- The **Community Relations** section on WebJunction has information on communicating the library's value in general.

Connect with key stakeholders in the community to inform them of the library's relevant services and essential value.

- Give a 15-minute presentation at a library board meeting to talk about the ways in which your library is supporting the economically impacted; solicit ideas and suggest volunteer opportunities.
- Have a breakfast event for the Chamber of Commerce and local politicians; explain what the library does to contribute to economic recovery, and solicit their ideas and help.
- Ron Carlee, Chief Operating Officer of ICMA (International City/County Management Association) has excellent insights into relationship building from his perspective as the former County Manager of Arlington, Virginia for 30 years.
 - Watch the hour-long **Building Bridges webinar archive**, which includes video interviews, or look at the **slide deck**.
 - Read the ICMA report **Maximize the Potential of Your Public Library** for examples and guides on how libraries are partnering with local governments to tackle critical community priorities.

Discover effective strategies for articulating the value of the library's services.

- Colorado Public Libraries' **BHAG Project** (Big Hairy Audacious Goals) enlists citizens to broadcast the value of the library.
- Washington State Library awarded **Communications Grants** to libraries around the state to assist in communicating the importance of their libraries in their communities to local decision-makers.
- Create a "postcard from patrons" to send to the governor and legislators expressing the value of our library.
- Invite the county manager to work the desk during a busy time to give practical knowledge of the value of the library.

URLs Reference List

Links to resources are listed below in the order they appear in this guide.
The online version has embedded hyperlinks to resources.

External promotion

ALA's Public Awareness Tools and Resources:

www.ala.org/advocacy/advleg/publicawareness/campaign%40yourlibrary/prtools

Marketing section on WebJunction:

www.webjunction.org/explore-topics/marketing-outreach.html

Marketing Toolkit for Job Seekers:

www.webjunction.org/documents/wj/Marketing_Your_Library_to_Job_Seekers.html

Communicating value

Impact Studies and Reports: www.webjunction.org/documents/wj/Impact_Studies_and_Reports.html

Community Relations on WebJunction: www.webjunction.org/explore-topics/community-relations.html

Building Bridges

Webinar archive: www.oclc.org/go/buildingbridges

Slide deck: http://www5.oclc.org/downloads/webinars/BuildingBridges_Value.pdf

Maximize the Potential of Your Public Library: http://icma.org/en/icma/knowledge_network/documents/kn/Document/302161/Maximize_the_Potential_of_Your_Public_Library

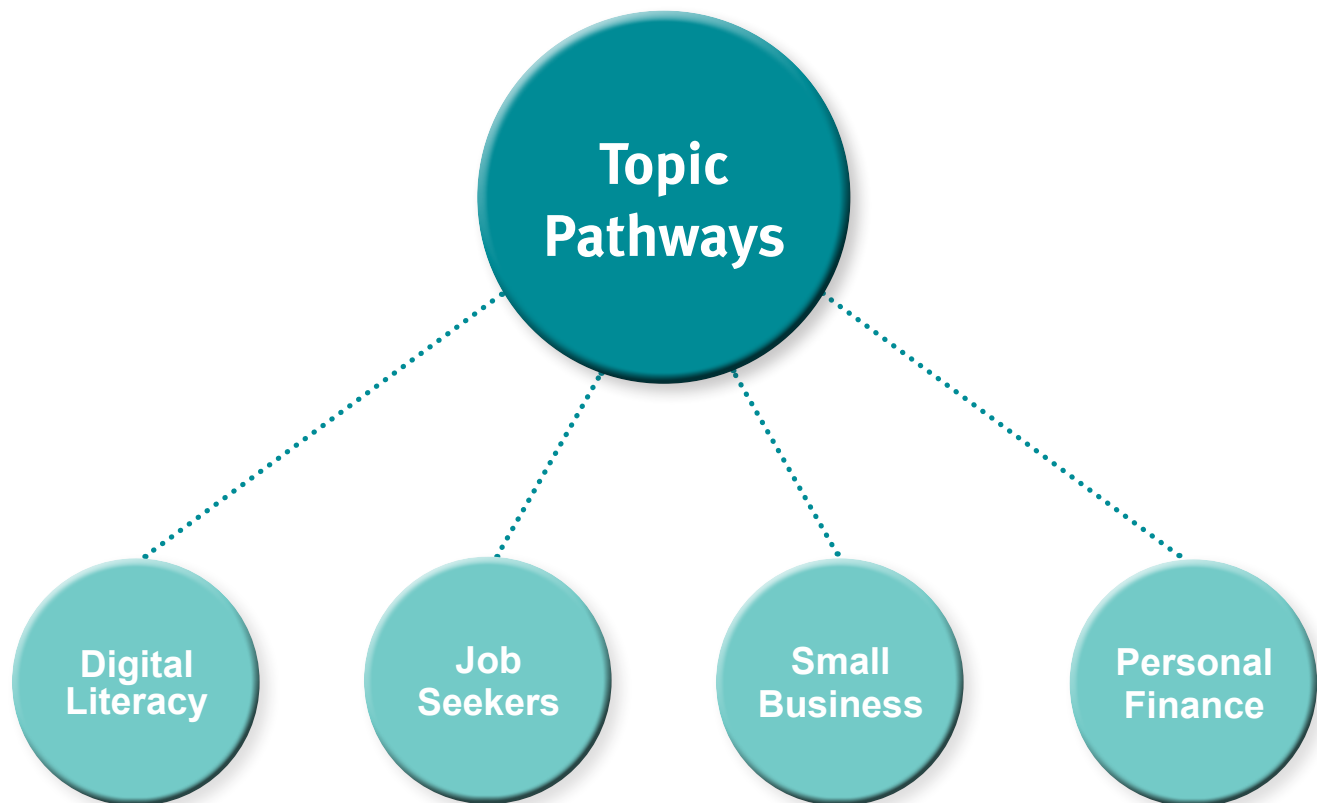
Colorado's BHAG Project: <http://bhagcolorado.blogspot.com/>

Washington State Communication grants:

www.sos.wa.gov/library/libraries/projects/renewwashington/projects.aspx#commgrants



Introduction to the Workforce Recovery Pathways



Includes: Identifying patrons' needs for basic technology skills building, providing basic training and connecting with other agencies that provide basic skills training.

Why is it important?

Many patrons lack core skills that will allow them to move forward toward economic success in the 21st century.

Includes: Understanding unemployment data, types of unemployed workers and their needs, stages of the job search process, how to help job seekers, and how to connect with workforce development agencies and other partners to increase employment opportunities.

Why is it important?

Many job seekers are relying on their public library for this support.

Includes: Understanding how small business builds local economies, how to build training and programs to support small businesses, how to connect patrons with resources for small business development and sustainability.

Why is it important?

A community may need to create new businesses and job opportunities to support economic growth.

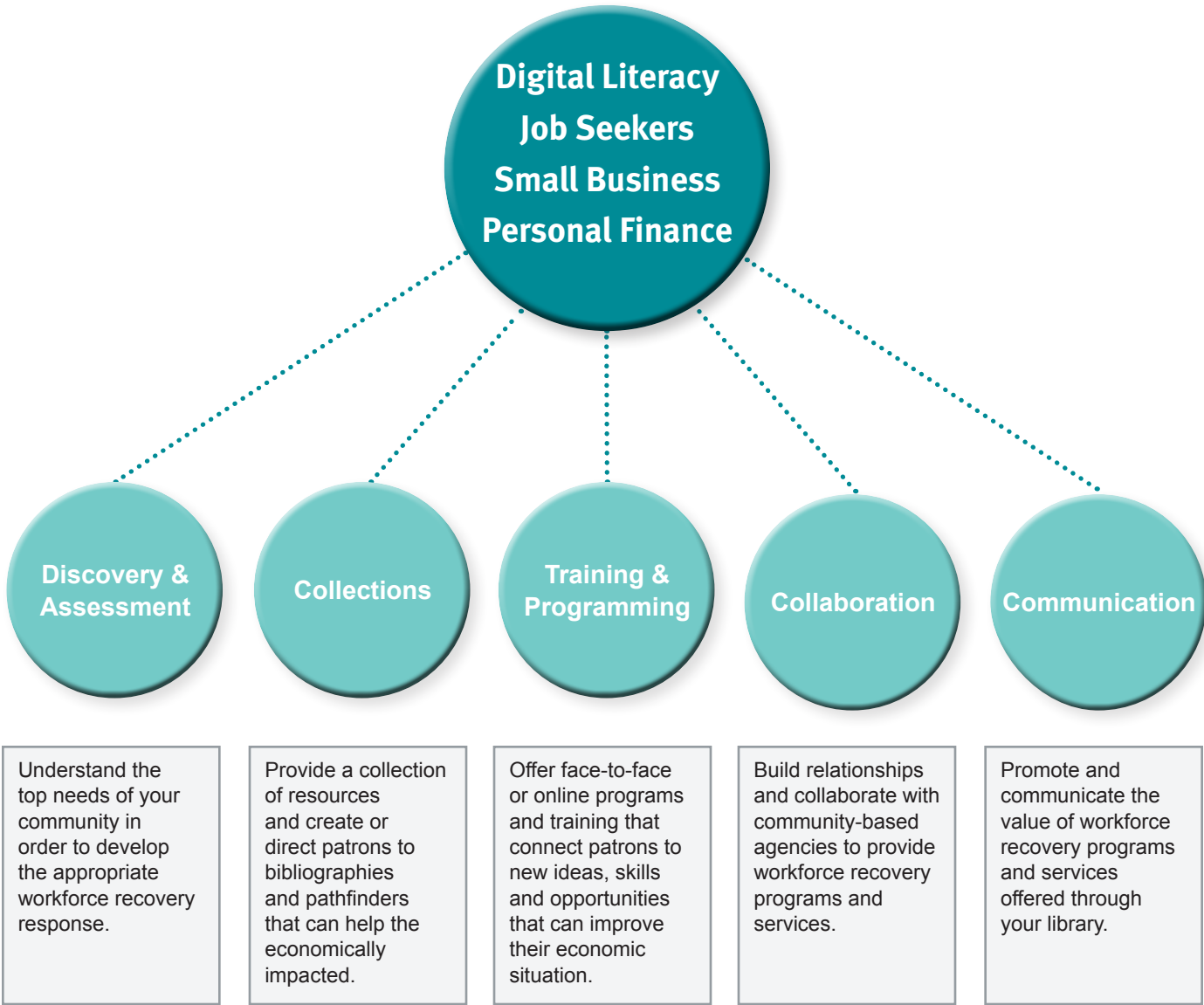
Includes: Understanding the impact of the economic downturn on personal financial stability, how to provide resources, training and programs on applying for social services, refinancing a mortgage, getting out of debt, etc.

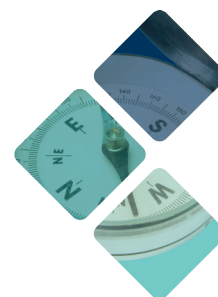
Why is it important?

The economic downturn impacts more than the unemployed, and many patrons need these additional resources and services.

Each topic pathway has a common structure of five goals for improving resources and services to the economically impacted. Library staff may choose to focus on one key goal but will necessarily integrate with other goals as they proceed. For example, a focus on the goal of providing a new class for job seekers involves consideration of the supporting collection materials, potential collaborations to help deliver it and communication channels to promote it.

Pathway Structure





Action Plan: Workforce Renewal at Your Library

Where you are now?

From the action items you circle in the pathways, select your top one to three priorities.

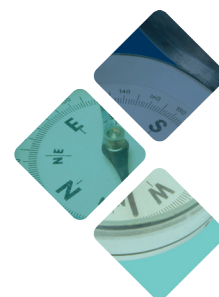
For each priority:

- ▶ On the top line of each section, describe the **Priority Action** (or related cluster of actions).
- ▶ Under **Next Steps**, break the action down into doable steps. Consider all of the components involved (Discovery/Assessment, Collections, Training/Programming, Collaboration, Communication).
- ▶ Under **How?**, identify the people involved (both internal and external to the library) and the resources you will use (either from the pathway or new resources).
- ▶ Set deadlines and record status as you progress.

Priority Action #1			
Next Steps	How? People & Resources	When?	Status

Priority Action #2			
Next Steps	How? People & Resources	When?	Status

Priority Action #3			
Next Steps	How? People & Resources	When?	Status



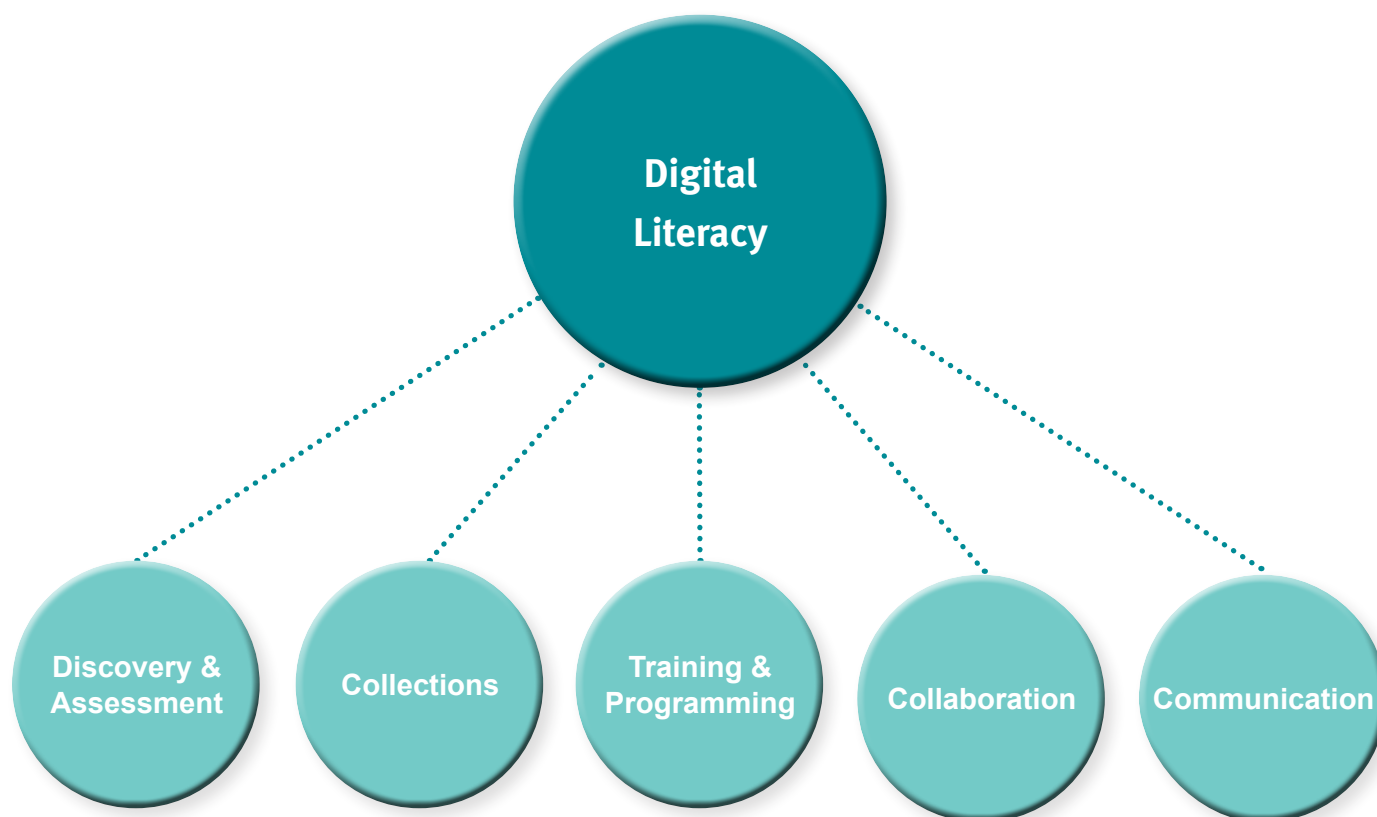
Digital Literacy Pathway

This pathway includes:

- Identifying patrons' needs for basic technology skills building
- Providing basic computer skills training
- Connecting with other agencies that provide core skills training.

Why is it important?

Now that most job applications and government forms are online, basic computer skills are a necessity. Many patrons lack these core skills that are now a requirement before they can move forward toward economic success in the 21st century.



This pathway is online in Project Compass Workshop Materials:

www.webjunction.org/explore-topics/workforce-resources/materials.html.

Links to all resources are listed in the URL Reference List at the end of this document. The online version has embedded hyperlinks to resources.

Case Study: Boot Camp for the Basics at Bensenville

With unemployment rising and more patrons seeking help at the library, Bill Erbes, Director of Bensenville (IL) Community Public Library District, noticed that many of them were unaccustomed to the new demands on the 21st century job seeker.

Discovery: monster dot what?

Many of the unemployed who were coming to the Bensenville Community Public Library for help had not been in the job search market for years or they were from blue collar and manufacturing industries that had not required computer skills. They were not prepared for the 21st century version of job seeking. Faced with the reality that most jobs now require some computer interaction and most job applications are online, these patrons needed an extra boost to propel them back into the workforce. And they needed it up front before they could proceed any further. The idea of an intensive boot camp was born.

Collections: boot camp curriculum

As the first of its kind offered at Bensenville Library, the boot camp class required special handouts. Erbes and his staff developed the curriculum and teaching materials, a pre-survey, homework assignments and assessments.

In addition, the library has a full array of print and online resources to support job seekers. They subscribe to the Universal Class database, which offers a variety of self-paced, online computer skills courses.

Programs: immersion learning

The Job Searching Boot Camp was indeed intensive, running four consecutive days, four hours the first three days and six hours on the last day. There was no cost for the series but it was made clear that attendance at all classes was mandatory.

Twenty-four applicants filled out a pre-survey, indicating their level of experience with basic job-related computer skills, like using Word, searching on Monster.com or writing a résumé. Only 15 were selected for the boot camp; those not selected were considered to be too weak in fundamental skills (mouse and keyboard) and were offered private tutoring in their areas of deficiency.

In four days, the students became very familiar with word processing, managing and saving files, writing résumés and cover letters, and using e-mail. They learned about electronic job resources like Craigslist, Monster.com and CareerBuilder. They tapped the e-government services available at Illinois Career Center and the Illinois Department of Employment Security. Homework was assigned every day, adding to the full-time commitment to success.

On the final day, the participants dressed for and engaged in mock interviews, with a follow-up meeting for an assessment from their interviewers.

Collaboration: inside and out

Collaboration does not always involve external partners. For the boot camp, the youth services librarians rallied to the cause and cleared their schedules for those four days so they could guarantee child care for the program participants who needed it. The daycare service lasted all day so that the parents could complete their homework in the afternoons. Volunteers joined the effort. One stalwart 81-year-old volunteer printed out coloring book pages and spent hours on the floor with kids and crayons.

For the mock interviews, it was important that these be conducted by people not familiar to the class participants. The library enlisted community volunteers, who included members of the chamber of commerce, two library board members and three community members.

Communication: innovative and old-fashioned

When it came to publicity, Erbes eschewed the posters and brochures and went for his best PR tools—his staff. The boot camp project was the sole agenda item at a staff meeting a few weeks before the series started. This served to get everyone acquainted and excited about the project and encouraged them to talk it up out in the community. “A project like the boot camp, especially in a small library like ours, only works if every staff member knows what’s going on and recognizes its value,” says Erbes.

Outcomes: dedication pays

Every one of the 15 participants complied with the mandatory attendance; there were no absentees for the duration. They understood the value of this opportunity and applied themselves to it with diligence. The improvement in skill levels showed up dramatically in their before-and-after ability to complete the homework assignments.

Shortly after the end of the boot camp series, Erbes learned that nine of the 15 participants had gone back to work. That was at the end of 2010 when the job market was still looking quite bleak. A year later, all of the boot camp graduates are now working, though it’s hard to make a direct linkage with their library experience.

Find the pre-survey and an example of the Word homework assessment attached to the [Job Searching Bootcamp](#) article on WebJunction.

Future plans

Erbes and his staff are unstoppable. Guided by the motto, “Satisfy and Delight,” they work together to make that a reality for their community. They have applied for a grant from the Illinois Department of Commerce and Economic Opportunity for a workshop series they are billing as *The Empowerment Project: Equal Access to the 21st Century*. The first of four parts will be an abbreviated version of the boot camp—*Keyboard to Creation: 3 Days to Computer Literacy*. In just three days, participants will focus intently on computer skills to get a solid foundation before going on to the next levels of instruction. The Bensenville community has a powerful little library fueling its success.

Discovery & Assessment	Resources and ideas to help you take action
<p>Focus here to learn more about:</p> <ul style="list-style-type: none"> • The core digital literacy needs of the un(der)employed • How the library can provide a friendly environment for patrons seeking basic computer skills. 	<p>Consider:</p> <ul style="list-style-type: none"> • Are you able to articulate digital literacy needs to potential partners? <ul style="list-style-type: none"> ⇒ Look at Collaboration • Are you able to articulate to key community stakeholders how the library is building a digitally literate workforce? <ul style="list-style-type: none"> ⇒ Look at Communication
<p>What do you know about the basic technology training needs of your patrons?</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Staff at my library know how to respond to the economically impacted in a positive and productive manner. <input type="checkbox"/> I have a good understanding of the basic computer skills people need to seek employment. 	<ul style="list-style-type: none"> • Value each individual's past experience and skills; be aware he/she may feel devalued due to the lack of technical skills. • Understand that many people have a fear of computers and may need extra empathy and support to overcome their intimidation. • Use the Technology Proficiency Checklist from the BTOP-Colorado group for patrons to self-assess their ability to "engage in the digital world." • Be aware that "tech savvy" does not necessarily equal knowledge, i.e., using Facebook is not a reliable indication of computer literacy for employment.
<p>What can your library do to accommodate technology needs for beginners?</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> My library accommodates the needs of public computer users, especially those with beginner-level computer skills. 	<ul style="list-style-type: none"> • Provide dedicated computer stations with extended time limits to allow for completing e-government forms and online tutorials. • Consider putting some "adult" computers in the children's area so parents can work and keep an eye on their kids at the same time. • Encourage patrons to bring in a family member or friend to help get familiar with computers; set up computers so that two people can work together. • Consider utilizing a laptop lab for greater flexibility: <ul style="list-style-type: none"> – set up in a meeting room or off-site location – add training software not generally loaded on the public PCs. • Provide wallet-sized cards for patrons to record account usernames and passwords.

Collections	Resources and ideas to help you take action
<p>Focus here to:</p> <ul style="list-style-type: none"> Identify what you need to begin or augment a collection on basic computer skills. 	<p>Consider:</p> <ul style="list-style-type: none"> Does your collection align with assessed needs for core technology skills? <ul style="list-style-type: none"> ⇒ Look at Discovery & Assessment Who can you collaborate with to share resources? <ul style="list-style-type: none"> ⇒ Look at Collaboration
What do you need to begin or augment a collection on basic computer skills?	
<ul style="list-style-type: none"> <input type="checkbox"/> My library has a current collection of print and online resources relating to basic computer skills. <input type="checkbox"/> I know what databases my library has on basic computer skills. <input type="checkbox"/> If my library doesn't have adequate databases, I am able to network with other libraries to share database access. 	<ul style="list-style-type: none"> See this January 2011 list of New Books about Computer Skills at the Aston (PA) Public Library. Databases (for fee) commonly held by libraries for computer skills training: <ul style="list-style-type: none"> – Learning Express Library – Job & Career Accelerator (from Learning Express) – Tutor.com for Libraries – Universal Class
What pathfinders and guides does my library have for basic computer skills?	
<ul style="list-style-type: none"> <input type="checkbox"/> Basic computer skills books are readily available to patrons. <input type="checkbox"/> My library has created self-guided resources to get patrons started on computer basics. 	<ul style="list-style-type: none"> Create colorful displays of basic computer skills books. Create step-by-step instruction sheets (with lots of screen shots) on how to: <ul style="list-style-type: none"> – complete online unemployment forms – sign up for and use a free e-mail account – open and use Word (or other word-processing program) – save a document to the library computer's desktop or to a flash drive. Print and laminate copies of the instructions sheets; place them next to the computers.

Training & Programming	Resources and ideas to help you take action
<p>Focus here to:</p> <ul style="list-style-type: none"> • Identify available self-paced training resources for basic computer skills • Identify programs and classes your library could offer to build basic skills and knowledge for patrons. 	<p>Consider:</p> <ul style="list-style-type: none"> • Do your training/programming plans align with assessed needs? <ul style="list-style-type: none"> ⇒ Look at Discovery & Assessment • Do you have the collection you need to support basic training and programs? <ul style="list-style-type: none"> ⇒ Look at Collections • Who can you collaborate with to deliver training and programs? <ul style="list-style-type: none"> ⇒ Look at Collaboration • Do you have plans for effective marketing of your training and programs? <ul style="list-style-type: none"> ⇒ Look at Communication
<p>What self-paced training resources for basic computer skills can my library offer?</p>	
<p><input type="checkbox"/> I connect patrons who have never used a computer with resources to introduce them to the basic ideas of computing.</p>	<ul style="list-style-type: none"> • Pasco County (FL) Library created video tutorials directed at people who have never used a computer at all. (Click the TUTORIALS tab.) • CommonCraft has simple, short videos to introduce the basics of technology: <ul style="list-style-type: none"> – Computer Hardware in Plain English – Computer Software in Plain English – Web Search Strategies in Plain English. • In the New User Tutorial, the user needs only to press the “Enter” key for the first half of the lessons. • The Mouse Exercises from SeniorNet.org get the user started with clicking and drag-and-drop. • Get some keyboard practice at many levels with the Sense-Lang Touch Typing Program. • For more advanced fun and practice, try an Online Jigsaw Puzzle.
<p><input type="checkbox"/> I connect patrons to free, good quality online sources of self-directed training on basic computer skills.</p>	<ul style="list-style-type: none"> • DigitalLiteracy.gov has resources to Learn the Basics, which covers basic computer skills. • The Goodwill Community Foundation (GFC) has well-designed free online tutorials on computer basics. • Microsoft Digital Literacy offers a Basic Curriculum with an introduction to the computer, mouse and keyboard.

Training & Programming (cont.)	Resources and ideas to help you take action
What training or classes can my library offer to build computer skills?	
<input type="checkbox"/> My library offers training and classes to build a variety of technology skills.	<ul style="list-style-type: none"> • Classes @ NYPL (New York Public Library) shows an array of possible class topics. • The Teaching Patrons section on WebJunction has lesson plans and handouts for instructor-led or self-directed learning. • Use the Computer and Internet Class Outlines from the Tennessee State Library and Archives. • Cleveland Heights-University Heights Public Library shares a full suite of computer class handouts on computer basics, the Internet and Office 2007 applications, including Basic Computer Skills for Employment. • The Texas State Library offers a “courseinar” series for library staff on Seniors and Libraries; choose “guest access” to view.
<input type="checkbox"/> My library offers 1:1 tutoring on basic computer skills.	<ul style="list-style-type: none"> • Book a Librarian” services: Skokie (IL) Public Library provides an online form to book time; Monona (WI) Public Library has a 1-minute video to introduce the service. • Schedule regular drop-in clinics for 1:1 tutoring to help beginners get up to speed.
What programs or classes can my library offer to introduce patrons to new technology ideas?	
<input type="checkbox"/> I inform patrons about the use of social networking and an online presence. <input type="checkbox"/> I am able to plan a networking event, or series of events, at my library to facilitate peer knowledge exchange.	<ul style="list-style-type: none"> • CommonCraft Videos on social media Include: <ul style="list-style-type: none"> – Social Media – Social Networking – Photo Sharing – Social Bookmarking – Blogs. • Technology Boot Camp from the Louisville Free Public Library (KY) has lessons in blogging, cloud computing, social media, photo-sharing and RSS. • Help your patrons find networking interest groups through Meetup.com, like this Urban Homesteaders group in the Seattle area. • Start a new-to-computers users group at your library to help patrons support each other as they learn.

Collaboration	Resources and ideas to help you take action
<p>Focus here to:</p> <ul style="list-style-type: none"> Identify strategic community connections and potential partners Build relationships and develop partnerships to augment services and programs for those impacted by the economic downturn. 	<p>Consider:</p> <ul style="list-style-type: none"> Are these partners able to help the library augment its collections? <ul style="list-style-type: none"> ⇒ Look at Collections Are these partners able to help the library communicate its value to the community? <ul style="list-style-type: none"> ⇒ Look at Communication
<p>What partnerships can my library develop to provide basic computer skills training and resources?</p>	
<p>(For general information, see the Partnership and Collaboration Guide.)</p> <p><input type="checkbox"/> I have identified a list of other potential partners to approach, including nontraditional choices.</p>	<p>Identify other community agencies that may offer basic technology training:</p> <ul style="list-style-type: none"> Workforce development agency Nonprofits dedicated to specific populations, such as youth, minority groups, immigrants, low-income, blind or disabled, or veterans Schools and community colleges Community centers
<p><input type="checkbox"/> I find volunteers from community organizations to help deliver services and programs.</p>	<ul style="list-style-type: none"> Enlist volunteers from local businesses, school clubs or senior centers to provide basic computer instruction. Engage local high school students as qualified trainers in social networking. Find a partner or volunteers to offer GED study help and testing in the library.

Communication	Resources and ideas to help you take action
<p>Focus here to learn more about:</p> <ul style="list-style-type: none"> Marketing the library's services to the community Communicating the value of the library's support for the economically impacted to community stakeholders. 	<p>Consider:</p> <ul style="list-style-type: none"> Are you able to engage partners to help with promotion of services or communication of value? <ul style="list-style-type: none"> ⇒ Look at Collaboration
<p>How do I let community members know about the basic technology skills resources and training the library has to support them?</p>	
<p>(For general information on effective communication, see the <i>Getting the Word Out Guide</i>.)</p> <p><input type="checkbox"/> I provide clear and easy to find information about the ways in which the library helps to build basic skills.</p>	<ul style="list-style-type: none"> Create display cards with class schedules and place at all computer stations. Place brochures with schedule of computer classes at workforce agency offices. To encourage workshop attendance, offer a free flash drive for those who complete the training.
<p><input type="checkbox"/> I am able to communicate the value of the library as an essential support system for bridging the digital divide.</p> <p><input type="checkbox"/> I have connected with key stakeholders in the community to inform them of the library's relevant services and essential value.</p>	<ul style="list-style-type: none"> Digital Literacy & Public Libraries will help you articulate the vital role libraries play in bridging the digital divide. Align the library's efforts with the national effort led by the FCC (Federal Communications Commission) to increase digital inclusion; emphasize the library's role in promoting digital literacy.

URL Reference List

Links to resources are listed below in the order they appear in this pathway.
The online version has embedded hyperlinks to resources.

Case Study

Job Searching Bootcamp and attached documents:

www.webjunction.org/documents/wj/Job_Searching_Bootcamp.html

Discovery & Assessment

Technology Proficiency Checklist:

<https://sites.google.com/a/coloradovirtuallibrary.org/arsl2011nofear/assignments>

Collections

Aston Public Library New Books about Computer Skills:

<http://astonlibrary.org/2011/01/07/new-books-about-computer-skills/>

Learning Express Library:

www.learnatest.com/LEL/index.cfm/general/moreInfo/skillBuildingAdult

Job & Career Accelerator: www.jobandcareeraccelerator.com/

Tutor.com for Libraries: www.tutor.com/libraries

Universal Class: www.universalclass.com/i/subjects/computers.htm

Training & Programming

Pasco County Library video tutorials: <http://pascolibraries.org/egovtools.shtml>

CommonCraft videos: www.commoncraft.com/videos#technology

New User Tutorial: <http://tech.tln.lib.mi.us/tutor/intro2.htm>

Mouse Exercises from SeniorNet.org:

www.seniornet.org/howto/mouseexercises/mousepractice.html

Sense-Lang Touch Typing Program: www.sense-lang.org/typing/tutor/keyboarding.php

Online Jigsaw Puzzle: www.jigsawzone.com/

DigitalLiteracy.gov Learn the Basics: www.digitalliteracy.gov/content/learner

Goodwill Community Foundation Computer tutorials: www.gcflearnfree.org/computers

Microsoft Digital Literacy Basic Curriculum: www.microsoft.com/about/corporatecitizenship/citizenship/giving/programs/up/digitalliteracy/eng/BasicCurriculum.msp

New York Public Library Classes @ NYPL: www.nypl.org/events/classes

WebJunction Teaching Patrons: www.webjunction.org/explore-topics/patron-training.html

Tennessee State Library and Archives Computer and Internet Class Outlines:

<http://tsla.libguides.com/content.php?pid=202163&sid=1690853>

Cleveland Heights-University Heights Public Library

Computer Class Handouts: www.heightslibrary.org/page/tech_training#handouts

Basic Computer Skills for Employment:

www.heightslibrary.org/materials/training/Basic_Computer_Skills.pdf

The Texas State Library Seniors and Libraries: www.tsl.state.tx.us/teal/?p=812

Skokie Public Library "Book a Librarian": www.skokielibrary.info/s_info/book_librarian.asp

Monona Public Library "Book a Librarian": www.mononalibrary.org/about/booklibrarian.htm

Louisville Free Public Library (KY) Technology Boot Camp: www.lfpl.org/bootcamp.html

List of CommonCraft Videos: www.commoncraft.com/#all-videos

Meetup.com: www.meetup.com/

Urban Homesteaders group: www.meetup.com/Seattle-Urban-Homesteaders/

Communication

Digital Literacy & Public Libraries:

www.plinternetsurvey.org/analysis/public-libraries-and-digital-literacy

FCC digital inclusion effort:

www.fcc.gov/document/chairman-genachowski-broadband-adoption

All Project Compass programs and materials are made possible by a grant from the Institute of Museum and Library Services, and provided by WebJunction and the State Library of North Carolina.



Job Seekers Pathway

This pathway includes:

- Understanding unemployment data, types of unemployed workers and stages of the job search process
- Discovering ways to help job seekers
- Connecting with workforce development agencies and other partners to increase employment opportunities.

Why is it important?

When the economy faltered in 2008, people instinctively turned to their libraries for help, making frontline library staff the first responders to the needs of the newly unemployed. As the recession continues to evolve, services to job seekers remain an important focus.



This pathway is online at: www.webjunction.org/explore-topics/workforce-resources/materials.html.

Links to all resources are listed in the URL Reference List at the end of this document.
The online version has embedded hyperlinks to resources.

Case Study: Make It Work! in Rural Ohio

Carol Baker, Adult Services Librarian at the Newton Falls (OH) Public Library, was feeling the pain of her unemployed and disadvantaged patrons and knew she had to do something.

Discovery: the library lifeline

In the small rural community of Newton Falls, 51% of students qualify for free or reduced lunches at school and many citizens lack computers or Internet access at home. When the recession hit, industries closed and unemployment rose as high as 14%. The public library was a primary source of help for most of the economically impacted.

Collection: shared resources

The State Library of Ohio supports small libraries by providing statewide access through public libraries for databases that would otherwise be unaffordable. Through the Libraries Connect Ohio collection, Baker is able to direct her patrons to the 24/7 access of job help databases. Learning Express has skill-building interactive courses, and practice tests for a wide range of exams, such as GED, U.S. citizenship, nursing, plumbing and more. Job & Career Accelerator has career exploration, job searching, résumé-writing, interviewing and networking techniques and more.

Baker made it even easier for her patrons by creating handouts listing very simple steps to take to get to the most-requested database resources. Baker's handouts have a unique twist—they're one-sixth of a sheet of paper, making them really handy to tuck into a book, pocket or purse.

Programs: process improvement

With the help of Melissa Lattanzi at the Northeast Ohio Regional Library System, Baker developed a series of job seekers classes, which covered creating a job search plan, writing a resume, devising a 30-second elevator speech and networking. Early in the process, she attended a Project Compass workshop, which changed her perception of the need and focus for the classes. While retaining the basics, she was more aware of the need to help people adapt to 21st century demands. The focus for resume-writing shifted from the mechanics of it to more of how to get noticed, how to identify transferable skills. The instruction stretched the students' technical skills by showing them how to use the review function in Word for self-critique and how to e-mail or upload résumés for electronic transmission rather than snail mail. Things taken for granted in urban areas can be big steps for rural and isolated community members.

The library had its own economic woes as a result of the downturn. Due to budget reduction and staff cutbacks, it was no longer offering on-site computer instruction, even though it was badly needed by so many Newton Falls residents. Once again, the library was able to tap into a statewide resource, the Ohio Connects training program, Every Citizen Online. Patrons can access online instruction in basic technology skills and learn at their own pace.

Collaboration: the unexpected

Some collaboration comes in tangible forms. Baker applied for and received a First Place Bank Foundation grant to cover the cost for Lattanzi to design the series curriculum. Her library Friends group donated the money to be able to give flash drives to all participants so they could save the resumes they developed in class.

Other forms of collaboration deliver insights. When Baker followed the best practice of inviting the local OneStop representative to a class, the learning went in surprising directions. The agent learned of a major hurdle that his office had not been aware of before. Working with a group whose online experience was minimal, he understood more clearly what a challenge it is to use his services if the user had never filled out an online application before. To further complicate things, people using the technology they know—the telephone—triggered an automatic online account generation that later caused problems when the user

did try the online route. Lightbulbs went off over the heads of the OneStop rep and the library staff; they both saw more clearly why people were having so much trouble and what they could do to improve the situation.

Communication: it's in the name

After the Project Compass workshop's emphasis on marketing the library services, Baker knew she needed a catchier title than "job search workshop." Inspired by another project—Project Runway, she chose "Make It Work!" It definitely got more attention from the community.

Baker also made a more concerted effort to get the word out, having realized that even in a small town, not everyone knows all of the services the library provides. In addition to publicizing the workshops in-house and on the library website, she also took the promotion to community locations and the newspaper. The local TV station pitched in by including an announcement on its website.

Outcomes: small town success

It's not easy to connect library services with specific job-seeker outcomes, because most people looking for jobs are reaching out on multiple fronts. However, Baker can report two successes that were a direct result of participation in the Make It Work classes. Two of her patrons found jobs shortly after completing the series; one of them had been looking for work for two-and-a-half years, the other for over three years.

The Newton Falls library staff also experienced the positive outcome of expanding their own limits. They are now better acquainted with resources available to patrons. They are more attuned to the needs of the 21st century job seekers and more likely to encourage them to get online and explore resources and opportunities.

Discovery & Assessment	Resources and ideas to help you take action
<p>Focus here to learn more about:</p> <ul style="list-style-type: none"> • The needs of job seekers • How libraries can meet the needs of job seekers • Local, state or national agencies available to address job seeker needs. 	<p>Consider:</p> <ul style="list-style-type: none"> • Are you able to articulate community needs to potential partners? <ul style="list-style-type: none"> ⇒ Look at Collaboration • Are you able to articulate the needs of job seekers to key community stakeholders? <ul style="list-style-type: none"> ⇒ Look at Communication
What do you know about unemployment and job seekers in your community?	
<ul style="list-style-type: none"> <input type="checkbox"/> I have a good understanding of the economic crisis and its impacts on communities. <input type="checkbox"/> I know the local unemployment data. <input type="checkbox"/> I recognize common types of job seekers (e.g., first-time job seekers, hard to employ, career changers). <input type="checkbox"/> I know the typical stages of the job search process. 	<ul style="list-style-type: none"> • The Financial Crisis: What Happened? is a slideshow overview of events and statistics about the economic downturn (from Federal Reserve Bank of St. Louis). • Data Discovery: Finding Unemployment Statistics is a pathfinder to sources of unemployment and other workforce data, both national and local. • A guide to job seekers: one size does not fit all. A short video by Pat Wagner identifies types of job seekers, what they need and what your library can do. • Learn about the Five Stages of the Job Search Process.
What can your library do to help job seekers?	
<ul style="list-style-type: none"> <input type="checkbox"/> I am able to address the immediate needs of the unemployed. <input type="checkbox"/> I know what my library already has in place for job seekers. <input type="checkbox"/> I can identify at least one action to increase support for job seekers at my library. 	<ul style="list-style-type: none"> • Read The Job Loss Survival Guide to understand patrons' circumstances. • Watch Understanding Unemployment Insurance (webinar archive) so you can better prepare patrons for the process. • Help patrons take priority steps to deal with Job Dislocation. • Discover how other libraries are responding to job seeker needs: <ul style="list-style-type: none"> – Case Study from the Henry Carter Hull Library – Case Study from the Simsbury Public Library.
What can your library do to accommodate technology needs of job seekers?	
<ul style="list-style-type: none"> <input type="checkbox"/> My library understands and accommodates the special computer needs of job seekers. <input type="checkbox"/> My library has a dedicated job center. <input type="checkbox"/> My library has photocopiers, printers and fax machines conveniently located. <input type="checkbox"/> My library provides wireless connections and laptop stations. 	<ul style="list-style-type: none"> • The Enoch Pratt Free Library (MD) offers a virtual tour of its Job and Career Information Center. • A job center does not require a lot of space; Polk County (NC) Library found an unused corner under a staircase to set up a computer with easy access to the reference desk. • Extend time limits on some computer stations to allow for completing online applications, e-government forms and online tutorials. • Place some "adult" computers in the children's area so parents keep an eye on their kids while job searching. • Offer free faxing of résumés, free photocopying or flexible use of the telephone. • Provide job seekers with a flash drive for saving résumés and job applications. • Read Chicago job seekers move 'offices' from coffee shops to libraries to understand why laptop users may prefer the library.

Discovery & Assessment (cont.)	Resources and ideas to help you take action
What local agencies are available to provide support for those impacted by job loss?	
<input type="checkbox"/> I am able to direct patrons to local workforce agencies.	<ul style="list-style-type: none"> The Department of Labor Employment & Training Administration has an interactive map to find state and local information about ETA programs. Find the nearest One Stop Career Center.

Collections	Resources and ideas to help you take action
Focus here to: <ul style="list-style-type: none"> Identify what your library collection has to support job seekers Identify what you need to begin or augment a collection to support job seekers. 	Consider: <ul style="list-style-type: none"> Does your collection align with assessed job-seeker needs? <ul style="list-style-type: none"> ⇒ Look at Discovery/Assessment Who can you collaborate with to share resources? <ul style="list-style-type: none"> ⇒ Look at Collaboration
What do you need to augment or update a collection to support job seekers?	
<input type="checkbox"/> My library has general print and online resources to help job seekers. <input type="checkbox"/> My library's job-seeker and career resources are the most current and useful.	<ul style="list-style-type: none"> Use these subject headings to find out what books your library has on the topic of career objectives: Career development, vocational guidance, career changes, personality and occupation. See the list of Selected Books from the State Library of North Carolina Job Search Toolkit. Perform aggressive weeding to eliminate outdated, unhelpful items.
<input type="checkbox"/> I am familiar with the free resources of the US Public Workforce System. <input type="checkbox"/> I am able to assist patrons in the use of workforce system sites. <input type="checkbox"/> I am familiar with the for-fee resources that my library has available to assist job seekers.	<ul style="list-style-type: none"> Helping Job Seekers: Using Electronic Tools and Federal Resources (ETA) (webinar archive) presents federally hosted electronic tools most helpful to library staff who assist unemployed workers. One Stop Career Center offers help with job searching skills, education and training. MySkills MyFuture offers help to identify potential careers and match skills to training and job opportunities. See webinar presentation by DOL/ETA staff. For-fee job-related databases include: Learning Express, Optimal Resume, Career Cruising, Ferguson's, JobNow, Resume Maker, Universal Class. Comparison of Online Job Search Tools compares free and fee based online resources available (Optimal Résumé, Careeronestop.org, Career Transitions and Learning Express); compiled by Arapahoe Library District. Consider networking with other libraries to share access to for-fee resources. Resunate.com has a free subscription level for its résumé-builder tool (requires registration). This ranked review of Online Career Assessment Tools lists the costs and rates the usefulness.

Job Seekers Pathway

What bibliographies and pathfinders does my library have to guide job seekers?

- | | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> My library provides ready access to resources to help job seekers. <input type="checkbox"/> I have created handouts listing my library's and other community agencies' services to job seekers. <input type="checkbox"/> My library offers an online directory of resources for job seekers and career development. | <ul style="list-style-type: none"> • Create displays of resume writing, job seeking and/or interviewing resources; create a display of career change books. • Create a pathfinder to skills assessments, college catalogs and scholarship information. • Create “job-seeker survival kits” with resource pathfinders, brochures of library classes, a calendar, pen, and some fun items like a Payday candy bar or coupon for a free latté. • See a comprehensive list of state and local Library Web Resources for Job Seekers. • Examples of state and public library job-seeker resource directories: • Connecticut Job Search Toolkit is a state-hosted website for job seekers. • Jefferson County Public Library has a collection of resources for patrons via its website. • Place a prominent link to the directory on the home page of the library website; or link to the state library (or other relevant library) job-seeker resource section. • Vocational Information Center is an online directory to vocational and technical careers, trade schools and job market trends. |
|--|--|

Training & Programming	Resources and ideas to help you take action
<p>Focus here to:</p> <ul style="list-style-type: none"> • Identify available self-paced training resources for job seekers • Identify programs and classes your library could offer to build skills and knowledge for job seekers. 	<p>Consider:</p> <ul style="list-style-type: none"> • Do your training/programming plans align with assessed job-seeker needs? <ul style="list-style-type: none"> ⇒ Look at Discovery & Assessment • Do you have the collection you need to support training and programs for job seekers? <ul style="list-style-type: none"> ⇒ Look at Collections • Who can you collaborate with to deliver training and programs? <ul style="list-style-type: none"> ⇒ Look at Collaboration • Do you have plans for effective marketing of your training and programs? <ul style="list-style-type: none"> ⇒ Look at Communication
What self-directed training resources can my library offer to job seekers?	
<p>(For basic technology training resources, see the Digital Literacy Pathway.)</p> <p><input type="checkbox"/> I connect patrons to free, good quality, online training on topics of interest to job seekers.</p>	<ul style="list-style-type: none"> • DigitalLiteracy.gov has resources to Learn Job Skills, which covers finding jobs, exploring careers and creating résumés. • The Goodwill Community Foundation (GFC) has a suite of career tutorials to help with job search, résumés, interviewing, workplace basics and more. • Maximize Your Job Search is a colorful workbook from the Idaho DOL designed to help identify skills, set goals and move step-by-step toward the job offer. • Job Talk America: An Internet Radio Program has live and archived recordings on topics related to job searching.
What programs or classes can my library offer to build skills and knowledge for job seekers?	
<p><input type="checkbox"/> My library offers workshops and resources on a variety of skill sets (job-searching, résumé-writing, interview practice).</p>	<ul style="list-style-type: none"> • Résumés and Interviews That Get Results helps you help your patrons write a compelling resume and conduct a convincing interview. • Help patrons Identify Transferable Skills with this worksheet from the University of South Carolina. • Using Keywords in a Résumé describes five resources for helping your patrons find effective resume keywords; Résumés: The buzz about keywords has tips for beating “applicant tracking software.” • Share these step-by-step instructions for converting word-processed résumés to an Electronic Résumé or this advice to Make Your Résumé Cyber-Safe • Patrons can fill out a practice online application at this site created by the Stratford (CT) Library. • Offer a Job Searching on Monster or a “dress for success” class. • Offer series or “tracks” of classes relevant to getting a job; offer a certificate to those who complete the series.

What can my library do to offer individual help to job seekers?	
<input type="checkbox"/> My library offers online services to job seekers. <input type="checkbox"/> My library offers 1:1 consultation to respond to focused needs of job seekers.	<ul style="list-style-type: none"> • Jonesboro Public Library provides an online form to request “Résumé Review Help” for individualized feedback on resumes. • The University of Minnesota Résumé Tutor! guides the user through the steps of preparing and self-critiquing a résumé. • Offer regular drop-in “office hours” or clinics for more efficient use of staff time to work with job seekers who need 1:1 help. • Many libraries offer a “Book a Librarian” service. Skokie Public Library provides an online form to book time; Monona Public Library has a one-minute video to introduce the service.
What can my library do to address the needs of specific job-seeker audiences?	
<input type="checkbox"/> My library offers training to specific audiences, addressing specific community needs.	<ul style="list-style-type: none"> • What Can I Do with a Liberal Arts Degree? answers that question with some fresh ideas for recent grads. • Library’s Fresh Start program builds ex-prisoners’ job-seeking skills: Long Branch Free Public Library program helps people who have served time in prison. • Boomer Job Search has links to numerous helpful articles for the over-40 searchers. • The Tutorials and Tools from AARP are geared toward the 50+ job seeker. • Nothing Up My Sleeve? Job-Hunting Scams: How to Identify and Protect Job-hunters from Scam Artists: a short video presentation by Pat Wagner. • Offer ESL workshops specifically related to job-search words and terms; have non-English-speaking job seekers bring a family member (child) with them to computer classes. • Link to the long list of Career Videos in Spanish from CareerOneStop.
What programs or classes can my library offer to inform job seekers about current ideas and strategies?	
<input type="checkbox"/> I inform job seekers about the use of social networking and an online presence. <input type="checkbox"/> My library has started a job club or connects patrons with community job clubs and career support groups. <input type="checkbox"/> I am able to plan a networking event, or series of events, at my library to facilitate peer knowledge exchange.	<ul style="list-style-type: none"> • The Russell (CT) Library offers a LinkedIn for Job Seekers class. • Consider the 7 Secrets to Getting Your Next Job Using Social Media. • 10 Creative Social Media Resumes To Learn From will get job seekers thinking outside the box. • Check out the archive and related resources of Twitter for Job Seekers. • Help patrons develop a variety of “soft skills,” such as creative goal-setting, communication, leadership and self-directed learning skills. • See the How to Start a Job Club from ABCNews. • Plainfield Public Library has a Job Club blog. • Arlington Heights Memorial Library lists local Job and Support Networking Groups on its website. • Kansas City Public Library lists job and career transition groups on its website. • For students about to graduate, organize a roundtable event where students share their ideas and past experiences.

Collaboration	Resources and ideas to help you take action
<p>Focus here to:</p> <ul style="list-style-type: none"> • Identify strategic community connections and potential partners • Build relationships and develop partnerships with community-based agencies to augment services and provide programs for job seekers. 	<p>Consider:</p> <ul style="list-style-type: none"> • Are these partners able to help the library augment its collections? <ul style="list-style-type: none"> ⇒ Look at Collections • Are these partners able to help the library communicate its value to the community? <ul style="list-style-type: none"> ⇒ Look at Communication
<p>What partnerships can my library develop with community-based agencies to augment services and programs for job seekers?</p>	
<p>(For general information, see the <i>Partnership and Collaboration Guide</i>.)</p> <p><input type="checkbox"/> I have identified local and state workforce agencies that provide services to job seekers and the unemployed.</p> <p><input type="checkbox"/> I have established contact with the appropriate workforce agency and broached collaboration suggestions.</p>	<ul style="list-style-type: none"> • Library Partnerships with Workforce Agencies lists examples of library/DOL partnerships efforts. • Library collaboration expands and translates job search skills training describes the partnership between the Pima County Public Library and Pima's ONESTOP Career Centers. • Invite workforce agency staff to visit the library, give a presentation or provide a program of interest to job seekers. • Offer library meeting rooms for local workforce agencies to deliver after-hours workshops; help promote the event to your job seekers. • Invite temporary employment agencies to come to the library and recruit once a month.
<p><input type="checkbox"/> I have identified a list of other potential partners to approach, including nontraditional choices.</p>	<p>Consider this list of potential partners from the Fairfield Public Library (CT):</p> <ul style="list-style-type: none"> • Traditional choices <ul style="list-style-type: none"> – State or local social service agencies – Goodwill Career Centers – Career coaches – Recruiters – Local company HR departments – College and university career centers – Consumer credit counseling services – Motivational speakers • Nontraditional choices <ul style="list-style-type: none"> – Public speaking coaches – Database vendor reps – Social media strategists – Local authors of career books – Image consultants – Tax advisors – Employment attorneys – Happiness clubs – Yoga instructors.

Collaboration (cont.)	Resources and ideas to help you take action
<input type="checkbox"/> I have identified and approached appropriate partners to implement programs or services for job seekers.	<ul style="list-style-type: none"> • Watch the short video on Holding a Résumé Workshop Event at Your Library—how to choose and prepare volunteers for a résumé workshop event at your library. • Conduct a Job Fair at the library, with local employment and workforce organizations hosting informational tables. • Enlist retirees who come into the library for 1:1 tutoring in résumé evaluation and interview practice. • Contact local business owners to set up mock interviews for job seekers. • When looking for volunteers, advertise for specific skills, e.g., résumé writing, interviewing, social networking.

Communication	Resources and ideas to help you take action
Focus here to learn more about: <ul style="list-style-type: none"> • Marketing the library's services to job seekers • Communicating the value of the library's efforts for workforce recovery to community stakeholders. 	Consider: <ul style="list-style-type: none"> • Are you able to engage partners to help with promotion of services or communication of value? <ul style="list-style-type: none"> ⇒ Look at Collaboration
How do I let job seekers know about the resources and services the library has to support them?	
<p>(For general information on effective communication, see the Getting the Word Out Guide.)</p> <input type="checkbox"/> I know ideas and strategies for marketing and outreach to job seekers.	<ul style="list-style-type: none"> • Marketing Toolkit for Job Seekers has ideas and templates for promoting your services to job seekers, including downloadable marketing collateral. • Consider a message on your home page in big letters: WELCOME JOB SEEKERS. LET US HELP YOU. CLICK HERE FOR A LIST OF SERVICES WE CAN PROVIDE. • Develop a logo, slogan or icon that identifies your library's willingness to help and serve job seekers, like the Lean on Us campaign from Capital Area (MI) District Library. • Actively promote all of your job-related services—don't assume everyone knows what the library has to offer.
<input type="checkbox"/> I am able to communicate the value of the library as an essential support system for job seekers.	<ul style="list-style-type: none"> • Collect and record anecdotes and stories of economically impacted patrons who have been helped by library services. • Broadcast data prominently: "57 people have found work using the library. You may be number 58." • Invite elected officials and community stakeholders for tours of the library's resources and services for job seekers.

URL Reference List

Links to resources are listed below in the order they appear in this pathway.

The online version has embedded hyperlinks to resources.

Discovery & Assessment

The Financial Crisis: What Happened?: www.stlouisfed.org/education_resources/AWordontheEconomy/player.html

Data Discovery: Finding Unemployment Statistics:

www.webjunction.org/documents/wj/Data_Discovery_Finding_Unemployment_Statistics.html

A Guide to Job-Hunters: www.webjunction.org/content/webjunction/documents/wj/A-Guide-to-Job-Hunters.html

Stages of the Job Search Process: www.webjunction.org/documents/wj/Five_Stages_of_the_Job_Search_Process.html

The Job Loss Survival Guide: www.joblossguide.com/2009/01/survival-part-1-new-job-loss.html

Understanding Unemployment Insurance:

www.webjunction.org/content/webjunction/events/wj/Understanding_Unemployment_Insurance.html

Job Dislocation: www.finra.org/web/groups/investors/@inv/documents/investors/p118460.pdf

Henry Carter Hull Library Case Study:

www.webjunction.org/documents/ct/Henry_Carter_Hull_Library_Clinton_Jobs_Program.html

Simsbury Public Library Case Study:

www.webjunction.org/content/webjunction/documents/ct/Simsbury_Public_Library_Jobs_Program.html

The Enoch Pratt Free Library (MD) Job and Career Information Center: www.prattlibrary.org/locations/jobcenter/index.aspx

Chicago job seekers move 'offices' from coffee shops to libraries:

<http://news.medill.northwestern.edu/chicago/news.aspx?id=168110>

Department of Labor ETA interactive map: www.doleta.gov/regions/

One Stop Career Center locations: www.servicelocator.org/

Collections

State Library of North Carolina Selected Books: <http://jobsearchtoolkit.pbworks.com/w/page/10725222/Selected-Books>

Helping Job Seekers:

www.webjunction.org/events/wj/Helping_Job_Seekers_Using_Electronic_Tools_and_Federal_Resources.html

One Stop Career Center: www.careeronestop.org/

MySkills MyFuture: www.myskillsmyfuture.org/

MySkills MyFuture webinar:

www.webjunction.org/events/wj/Captions_mySkills_myFuture_a_New_Tool_for_Job_Seekers.html

Comparison of Online Job Search Tools:

www.webjunction.org/documents/wj/Comparison_of_Online_Job_Search_Tools.html

Resunate.com: <http://resunate.com/pricing>

Online Career Assessment Tools: www.quintcareers.com/online_assessment_review_rankings.html

State and local library Web directories:

www.webjunction.org/documents/wj/Web_Resources_for_Job_Seekers.html

Connecticut Job Search Toolkit: <http://ctjobsearchtoolkit.wordpress.com/>

Jefferson County Public County: <http://jefferson.lib.co.us/great/jobs.html>

Vocational Information Center: www.khake.com/index.html

Training & Programming

DigitalLiteracy.gov Learn Job Skills: www.digitalliteracy.gov/content/workforce

Goodwill Community Foundation career tutorials: www.gcflearnfree.org/career

Idaho DOL Maximize Your Job Search: http://labor.idaho.gov/publications/JobSearch_Workbook.pdf

Job Talk America: An Internet Radio Program: www.jobtalkamerica.com/pastshows.htm

Resumes and Interviews That Get Results:

www.webjunction.org/documents/wj/Resumes_and_Interviews_That_Get_Results.html

USC Identify Transferable Skills: www.sc.edu/career/Pdf/identifytransferableskills.pdf

Using Keywords in a Resume: <http://librarianbrain.wordpress.com/2011/03/16/job-search-using-keywords-in-a-resume/>

Resumes: The buzz about keywords:

<http://nejs.org/2010/04/19/resumes-the-buzz-about-keywords-and-applicant-tracking-systems/>

Electronic Resume instructions: www.scu.edu/careercenter/students/prepare/resumes/electronicres.cfm

Make Your Resume Cyber-Safe: www.job-hunt.org/resumecybersafe.shtml

Stratford Library (CT) practice online application: www.stratford.lib.ct.us/job/practiceapplication.html

Job Searching on Monster:

www.webjunction.org/documents/wj/Job_Searching_on_Monster_com_A_Reusable_Process.html

Resume Review Help: www.libraryinjonesboro.org/?q=node/282

University of Minnesota Resume Tutor!: www1.umn.edu/ohr/careerdev/resources/resume/

Skokie Public Library "Book a Librarian": www.skokielibrary.info/s_info/book_librarian.asp

Monona Public Library "Book a Librarian": www.mononalibrary.org/about/booklibrarian.htm

What Can I Do With a Liberal Arts Degree?:

www.careerbuilder.com/Article/CB-417-Getting-Hired-What-Can-I-Do-With-a-Liberal-Arts-Degree/

Library's Fresh Start program builds ex-prisoners' job-seeking skills:

http://atlanticville.gmnews.com/news/2011-01-06/Front_Page/Library_program_offers_some_a_second_chance.html

Boomer Job Search: www.job-hunt.org/boomer-job-search/boomer-job-search.shtml

AARP Tutorials and Tools: www.aarpworksearch.org/Tutorials/Pages/TutorialsResources.aspx

Nothing Up My Sleeve? Job-Hunting Scams:

www.webjunction.org/documents/wj/Nothing_Up_My_Sleeve_Job-Hunting_Scams.html

CareerOneStop Career Videos in Spanish: www.careerinfonet.org/Videos_Sp.asp?id=27&nodeid=75&ES=Y&EST=videos

LinkedIn for Job Seekers class: www.webjunction.org/documents/ct/Russell_Library_Middletown_CT_Jobs_Program.html

7 Secrets to Getting Your Next Job Using Social Media: <http://mashable.com/2009/01/05/job-search-secrets/>

10 Creative Social Media Résumés To Learn From: <http://mashable.com/2011/05/20/social-media-resumes/>

Twitter for Job Seekers: www.webjunction.org/events/wj/Twitter_for_Job_Seekers.html

How to Start a Job Club: <http://abcnews.go.com/GMA/JobClub/story?id=6121092&page=2>

Plainfield Public Library Job Club blog: <http://plainfieldjobclub.wordpress.com/>

Job and support networking groups: www.ahml.info/research/jobs

Job and career transition groups: www.kclibrary.org/?q=business-career/job-and-career-transition-groups

Collaboration

Library Partnerships with Workforce Agencies:

www.webjunction.org/documents/wj/Library_Partnerships_with_Workforce_Agencies.html

Library collaboration expands and translates job search skills training:

www.webjunction.org/documents/wj/Library_collaboration_expands_and_translates_job_search_skills_training.html

Holding a Résumé Workshop Event at Your Library:

www.webjunction.org/documents/wj/Holding_a_Resume_Workshop_Event_at_your_Library.html

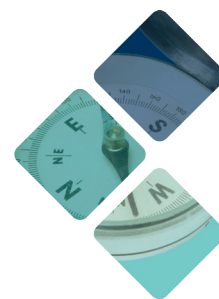
Job Fair: www.ehow.com/how_4927734_organize-successful-job-fair.html

Communication

Marketing Toolkit for Job Seekers: www.webjunction.org/documents/wj/Marketing_Your_Library_to_Job_Seekers.html

Lean on Us campaign: www.cadl.org/news/news/lean-on-your-library

All Project Compass programs and materials are made possible by a grant from the Institute of Museum and Library Services, and provided by WebJunction and the State Library of North Carolina.



Small Business and Entrepreneurs Pathway

This pathway includes:

- Understanding how small business builds local economies
- Building training and programs to support local small businesses
- Connecting patrons with resources for small business development and sustainability.

Why is it important?

Starting new local businesses or sustaining existing small business is a viable way to create jobs and stimulate the local economy, especially in communities where job opportunities continue to be scarce. Libraries can be productive partners in supporting local economic development.



This pathway is online at: www.webjunction.org/explore-topics/workforce-resources/materials.html.

Links to all resources are listed in the URL Reference List at the end of this document.
The online version has embedded hyperlinks to resources.

Case Study: The Fairfield Public Library Means Business

After building a successful program for job seekers at the Fairfield (CT) Public Library, **Judy Sparzo** focused the spotlight of her innovative energy on how her library could support small business and entrepreneurs in the community.

Discovery: know your community

Fairfield, Connecticut, has a high percentage of highly skilled, white collar professionals who were surprised to find themselves suddenly jobless as the economy plummeted. Sparzo recognized that this demographic was ripe to become their own bosses. She wanted to transition them to thinking about starting their own businesses. She also guessed that there were small community business people who were foundering in the recession but did not know they could find help at the library.

Collection: ready for business

The Fairfield Public Library was fortunate to have a basic set of books, periodicals and databases to provide important information for local entrepreneurs. Most of the reference staff are not trained specifically as business librarians but they are experienced and confident in their strong reference skills and their ability to locate requested information.

These three databases top the list for usefulness:

- *Reference USA*—an online directory of over 14 million U.S. businesses that can be sorted by geography, size and type of business
- *Business and Company Resource Center*—company profiles, industry rankings, products and brands, stock prices, investment reports, industry statistics
- *Dunn's Million Dollar Database*—premier directory of all U.S. public and private companies with sales of at least \$1 million or at least 20 employees; excellent source for biographies of company officers.

Collaboration: finding partners

Although it may seem like putting the cart before the horse, when developing programs to support entrepreneurs, it makes sense to start by first identifying partners in your community. The partners the library finds to work with will help to shape the type and the scope of the services to offer. Making connections with experts who can provide training and programming can compensate for the library's lack of a business or financial reference specialist.

Sparzo turned to the local office of SCORE, a national organization that bills itself as "America's premier source of free and confidential small business advice for entrepreneurs." In that first connection, the SCORE representative brainstormed some starter topics, which became the basis of the first workshop series. He also recommended a host of speakers, all of whom had already been vetted by their organization for quality.

Once the Small Business Strategies program was rolling, it became easier to find other interested partners. Sparzo's value proposition leverages the connection with SCORE and its e-mail promotion list of several thousand clients, and highlights the program's success in reaching current and prospective entrepreneurs.

Programs: build on what works

If you've got a successful formula, why not see if it applies to other efforts? That's exactly what Sparzo did—she started with the workshop series format that had worked so well for the job seekers workshops. With the help of her SCORE partner, she identified topics and contacted speakers. The timing of the program schedule was carefully selected to reach the intended audience. The 7 PM weekday evening start time has worked well for most small business people, where a Saturday morning program would exclude too many current business owners.

In the first two seasons of the Small Business Strategies programs, the hot topics (those with the highest attendance) were:

- Creating a business plan
- E-mail marketing
- Using LinkedIn to promote your business
- Online marketing with social media
- Search engine optimization.

Communication: go meet your neighborhood business people

Sparzo printed brochures for the [Small Business Strategies series](#), which was the only notable expense in the development of the program. The brochures, which were distributed to key community locations, list not only the workshop topics in the series, but also the services and resources the library has to support small business. Press releases were sent to more than 20 online, print, radio and television media contacts. Additionally, word-of-mouth marketing was deployed. One Fairfield librarian hand-delivered brochures to many local businesses, talking personally to the owners in the process.

Outcomes: voting with their feet

Right from the beginning, attendance at the Small Business Strategies series indicated that Sparzo had guessed correctly about the untapped need in the community. The 11 workshops offered in the first two seasons (fall and winter 2010) attracted 496 attendees. During the same period, the library's 14 job seeker programs had 497 attendees. The Power of E-mail Marketing program had 91 people, which is the most ever for a Fairfield library program.

Feedback from attendees affirmed that the series was extremely helpful. Not only did they receive valuable information, but they also had opportunities to interact individually with presenters from the business community and to network with fellow entrepreneurs.

[Read the full story](#); in addition, [podcasts](#) are available for several of the workshops.

Rules of the road

[Christine Hamilton-Pennell](#) has written and taught widely about the powerful connection between libraries and their local small business communities. She offers these “rules of the road” for any library that embarks on this pathway:

1. Get out and listen!
2. Meet business people and providers on their turf.
3. Track and monitor your efforts: what works and why.
4. If something doesn't work, try something else!
5. If you have basic research skills, you can answer most business questions.
6. If you understand a few basic business research needs (competitor, customer, market and industry information), you will be able to help the majority of business owners.
7. Practice makes perfect—go for it!
8. Personal connections and networks are best way to promote your business services (and library).
9. Assume that you are invited to the table and everyone wants to partner with you.
10. Don't be afraid to ask—the worst that can happen is someone says, “No.”

Discovery & Assessment	Resources and ideas to help you take action
<p>Focus here to learn more about:</p> <ul style="list-style-type: none"> • The needs of your local business community • How libraries can support small business contributions to workforce recovery • Local, state or national agencies available to provide support for local small business. 	<p>Consider:</p> <ul style="list-style-type: none"> • Are you able to articulate small business needs to potential partners? <ul style="list-style-type: none"> ⇒ Look at Collaboration • Are you able to articulate small business needs to key community stakeholders? <ul style="list-style-type: none"> ⇒ Look at Communication
<p>What do you know about the needs of the local business community?</p>	
<p><input type="checkbox"/> I understand how small business contributes to the strength of the local economy.</p>	<ul style="list-style-type: none"> • Economic Gardening Overview gives a brief summary of the concept of economic gardening and the potential role of libraries to support it. • Growing Local Economies is the website created by Christine Hamilton-Pennell, a librarian with expertise in economic gardening concepts and practices.
<p>What can your library do to support local small business?</p>	
<p><input type="checkbox"/> I know how libraries can support local entrepreneurs and the development of small businesses.</p> <p><input type="checkbox"/> I know what my library has already done to support local business.</p> <p><input type="checkbox"/> I can identify at least one way that my library can increase its support.</p>	<ul style="list-style-type: none"> • Read Public Libraries and Community Economic Development: Partnering for Success, a report about the role that public libraries can play in supporting local economic development. • Read 25 Ways Your Library Can Support the Small Business Community. • Listen to the webinar archive of <i>How to Make Your Library Entrepreneur-Friendly</i>, webinar #1 in the Libraries and Economic Development series, which covers basic ideas and strategies. • Get out in the community and find out what local businesses need and want, and show that the library can effectively meet that need.
<p>How can your library help patrons discover entrepreneurship?</p>	
<p><input type="checkbox"/> I encourage patrons to consider the possibilities of starting a business.</p> <p><input type="checkbox"/> I help patrons understand what it takes to be an entrepreneur.</p>	<ul style="list-style-type: none"> • Create an “entrepreneurship test” handout based on this list of qualities it takes to be an entrepreneur. • Use the SBA Small Business Readiness Assessment Tool to help your patrons determine if they are ready to start their own business. • Develop a “Small Business Resource Center”; include a print collection, computers dedicated for small business users, and other equipment like printer or scanner.
<p>What local, state or national agencies are available to provide support for local small business?</p>	
<p><input type="checkbox"/> I am able to connect patrons with state and local agencies and organizations that provide support for entrepreneurs and small business.</p>	<p>Start with national agencies that may have local offices:</p> <ul style="list-style-type: none"> • U.S Small Business Administration (SBA.gov) has local offices across the country. • SCORE is a nonprofit organization that offers free help and advice. • Small Business Development Center (SBDCNet.org) has a local SBDC locator. • Find out if your state economic development or secretary of state offices offer a free small business start-up kit.

Discovery & Assessment (cont.)	Resources and ideas to help you take action
What can library staff do to better prepare to help entrepreneurs?	
<input type="checkbox"/> Staff at my library understand that helping entrepreneurs is similar to fulfilling the information needs of other patrons.	<ul style="list-style-type: none"> • Help staff understand that business owners' needs fall into a few key categories—marketing, competition, industry trends and demographics. • Assure staff that if they have basic research skills, they can answer most business questions. • Have staff form a study group to explore and learn from a resource like the RUSA Selected Core Resources.

Collections	Resources and ideas to help you take action
Focus here to: <ul style="list-style-type: none"> • Identify what your library collection has to serve small business development and sustainability • Identify what you need to begin or augment a collection to support local small businesses. 	Consider: <ul style="list-style-type: none"> • Does your collection align with assessed small business needs? <ul style="list-style-type: none"> ⇒ Look at Discovery & Assessment • Who can you collaborate with to share resources? <ul style="list-style-type: none"> ⇒ Look at Collaboration
What do you need to begin or augment a collection to support local small business?	
<input type="checkbox"/> My library has a basic business collection of print and online resources.	<ul style="list-style-type: none"> • Consult the Library of Congress list of basic business collection materials to identify the basics of a business collection.
<input type="checkbox"/> I use existing resource guides and pathfinders. <input type="checkbox"/> I have adapted the resource guides and pathfinders to meet local needs.	<ul style="list-style-type: none"> • RUSA (Reference & User Services Association) has a comprehensive Libguide of resources for Starting a Small Business. • Small Business: Step by Step is a user-friendly website to help people start a small business.
<input type="checkbox"/> My library has developed an online directory to a list of websites that answer business questions, including how to secure funding. <input type="checkbox"/> My library website has a link to the state library (or other relevant library) small business resource section.	<ul style="list-style-type: none"> • Examples of state and public library small business resource directories: <ul style="list-style-type: none"> – Dallas Public Library Starting a Small Business – WorkSC (State Library of South Carolina) Start your own business – Burlington County Library System Business Gateway – The small and rural Farmington Area (IL) Public Library has a section on Economic Development Resources.
<input type="checkbox"/> I know what databases my library has to support entrepreneurs. <input type="checkbox"/> I understand how to use common databases to support entrepreneurs. <input type="checkbox"/> If my library doesn't have adequate business databases, I am able to network with other libraries to share database access.	<ul style="list-style-type: none"> • Listen to <i>Turning Your Databases into Business for Your Customers</i> (webinar #2 in Libraries and Economic Development series), to learn about resource options for small and large libraries. • Manta.com is a free source of information on small companies, helping business professionals promote their business and make connections. • Databases (for fee) commonly held by libraries for business reference: <ul style="list-style-type: none"> – Reference USA – BusinessDecision – Hoover's Lead Builder.

Training & Programming	Resources and ideas to help you take action
<p>Focus here to:</p> <ul style="list-style-type: none"> Identify available self-paced training resources for entrepreneurs Identify programs and classes your library could offer to build skills and knowledge for entrepreneurs and small business. 	<p>Consider:</p> <ul style="list-style-type: none"> Do your training/programming plans align with assessed small business needs? <ul style="list-style-type: none"> ⇒ Look at Discovery & Assessment Do you have the collection you need to support training and programs for small business and entrepreneurs? <ul style="list-style-type: none"> ⇒ Look at Collections Who can you collaborate with to deliver training and programs? <ul style="list-style-type: none"> ⇒ Look at Collaboration Do you have plans for effective marketing of your training and programs? <ul style="list-style-type: none"> ⇒ Look at Communication
What programs or classes can my library offer to build skills and knowledge for entrepreneurs and small business?	
<input type="checkbox"/> I connect patrons to free, good quality offerings for self-directed online training on topics of interest to entrepreneurs.	<ul style="list-style-type: none"> See the SBA's Online Small Business Training. BizLaunch offers free webinars for entrepreneurs. The IRS offers a virtual small business tax workshop. How-To Guides for Small Business on a range of pertinent topics from the <i>Wall Street Journal</i>.
<input type="checkbox"/> I am aware of what programs and services other libraries provide for entrepreneurs. <input type="checkbox"/> I can identify at least one program idea that we could offer at my library. <input type="checkbox"/> I can adapt and use existing curriculum for entrepreneur classes and programs.	<ul style="list-style-type: none"> The Small Business Notes site describes a variety of programs and services offered by public libraries, including the Power Up program at Brooklyn Public Library, which provides help for business start-ups. Look for ideas in the events calendar for the New York Public Library's small business resource center. Boulder (CO) Public Library regularly offers a Business 101 class to train aspiring entrepreneurs how to use the library resources for business research. The Fast Forward program at the New Mexico State Library shares the curriculum for its Small Business Success series.
What programs and services could my library offer that connect entrepreneurs to new ideas and opportunities?	
<input type="checkbox"/> I am able to research and connect entrepreneurs to new ideas and opportunities.	<ul style="list-style-type: none"> Follow entrepreneurial blogs like Small Business Trends. Share the tips in How To Market A StartUp With Social Media or develop a class on the topic. Find a successful Etsy.com entrepreneur to give workshops on how to use the online marketplace. Research new developments in small business and connect entrepreneurs to efforts like Kiva, which has brought Microlending Home to the U.S., or PieLab.

Training & Programming (cont.)	Resources and ideas to help you take action
<input type="checkbox"/> I inform entrepreneurs about the use of social networking and an online presence for small businesses. <input type="checkbox"/> I am able to plan a networking event, or series of events, at my library to facilitate peer knowledge exchange.	<ul style="list-style-type: none"> • Entrepreneur Connect is an online networking site for business people; membership is free. • Other social networks available to business owners: LinkedIn, Meet the Boss and Partner Up. • See a list of the Best Blogs for young entrepreneurs. • Small Business Trends offers this list of videos for small business, including how to use YouTube, LinkedIn and other social media tools. • The Johnson County (KS) Library holds an annual GovFest for Entrepreneurs to connect them with government and nonprofit agencies that can help; check out the list of participating agencies for ideas.

Collaboration	Resources and ideas to help you take action
Focus here to: <ul style="list-style-type: none"> • Identify strategic community connections and potential partners • Build relationships and develop partnerships with community-based agencies to augment services and provide programs for small business. 	Consider: <ul style="list-style-type: none"> • Are these partners able to help the library augment its collections? ⇒ Look at Collections • Are these partners able to help the library communicate its value to the community? ⇒ Look at Communication
<p>How do I build relationships and develop partnerships with community-based agencies to augment services and provide programs for small business?</p>	
<p>(For general information, see the <i>Partnership and Collaboration Guide</i>.)</p> <input type="checkbox"/> I connect with business entities in the community. <input type="checkbox"/> I identify and connect with regional, state or federal opportunities to support entrepreneurs and small business.	<ul style="list-style-type: none"> • Attend local business meetings and volunteer to serve on committees. • Attend meetings and events of entrepreneurship groups or inventors clubs. • Have a library booth at community events for “power networking” with potential partners; let the business community know what services the library provides for them. • South Central Michigan Works is an alliance of nine organizations, including the library, that have come together to coordinate services they provide to small business entrepreneurs. • SBA Project in Illinois describes a statewide effort in Illinois to expand access for small businesses and entrepreneurs in 66 public libraries.

Where do I find potential partners to collaborate on programs for entrepreneurs?

<input type="checkbox"/> I have identified appropriate partners to augment the library's support of entrepreneurs.	<ul style="list-style-type: none"> Find the local offices of: SBA, SBDC, SCORE, Chamber of Commerce. <p>Business librarian Christine Hamilton-Pennell suggests these other partners for small business collaboration.</p> <p>Typical business-related partners:</p> <ul style="list-style-type: none"> Economic development organizations Civic and social groups such as Rotary and Kiwanis Workforce centers Universities, community colleges, continuing education and training programs Financial institutions such as banks and credit unions Professional business associations and groups <p>Other potential partners (think outside the box!):</p> <ul style="list-style-type: none"> Community foundations and loan funds Utility companies (many have economic development departments and funds) City/county governments and elected officials Entrepreneurs and inventors groups Nonprofit organizations (arts and cultural entities) Healthcare agencies Tourism offices Senior centers Youth entrepreneur programs (Scouts, 4-H) Technology organizations Venture capital and angel investors Incubators and technology transfer programs Microfinance organizations Churches and other religious institutions Recreation and sports organizations Professionals who serve small businesses (lawyers, accountants, financial advisors, designers and marketing professionals).
<input type="checkbox"/> I have identified and approached appropriate partners to implement programs and projects.	<ul style="list-style-type: none"> Carson City (NV) librarians helping city regain its economic mojo describes a library program that focuses on the needs of startup and growth businesses. Glen Carbon (IL) Centennial Library (LJ's Best Small Library in 2010) partnered with the Glen Carbon Chamber of Commerce to provide educational programs and a Business After Hours program for local businesses. Find local successful small business owners to give presentations at the library. Find local community college offerings of classes on starting a small business; instructors may be willing to deliver seminars at the library. Engage volunteers from SCORE to deliver programs or provide 1:1 help for patrons at the library.

How does the library address the possibility of self-promotion by business collaborators?	
<input type="checkbox"/> There are policies in place that define the acceptable level of promotion by partners from the business community.	<ul style="list-style-type: none"> Form partnerships with business entities that are local to the town or region, rather than large national chains. Develop a policy and tell commercial presenters up front that they may not sell or promote their businesses in any way during their presentations. Some libraries allow presenters to leave business cards and brochures for their audiences; others do not allow it.

Communication	Resources and ideas to help you take action
Focus here to learn more about: <ul style="list-style-type: none"> Marketing the library's services to small business and entrepreneurs Communicating the value of the library's support for economic recovery to community stakeholders. 	Consider: <ul style="list-style-type: none"> Are you able to engage partners to help with promotion of services or communication of value? <ul style="list-style-type: none"> ⇒ Look at Collaboration
How do I let the business community know about the resources and services the library has to support them?	
(For general information on effective communication, see the <i>Getting the Word Out Guide</i> .) <input type="checkbox"/> I know ideas and strategies for marketing and outreach to the small business community.	<ul style="list-style-type: none"> <i>Going to Your Customer</i> (webinar #3 in the Libraries and Economic Development series) addresses outreach to the business community. Create a bookmark with quick reference information on the state and local forms required to start a new business. Create a Small Business Start-up Backpack.
<input type="checkbox"/> I am able to communicate the value of the library as essential for the development of the local economy.	<ul style="list-style-type: none"> Public Libraries and Community Economic Development: Partnering for Success makes a case for public libraries' contributions to the business community and economic development. Capture testimonials from small business patrons (with permission to use them) and convey these successes to stakeholders. Develop library advocates among small business community leaders.

URL Reference List

Links to resources are listed below in the order they appear in this pathway.
The online version has embedded hyperlinks to resources.

Case Study

Judy Sparzo:

www.libraryjournal.com/csp/cms/sites/LJ/LJInPrint/MoversAndShakers/profiles2011/moversandshakersSparzo.csp

Small Business Strategies series: www.fairfieldpubliclibrary.org/documents/SmallBusiness.pdf

Fairfield Public Library full story:

www.webjunction.org/documents/wj/The_Fairfield_040_CT_041_Public_Library_Means_Business.html

Jobs and Small Business series podcasts:

www.fairfieldpubliclibrary.org/Podcasts/Jobs/SmallBusiness/podcasts-smallbusiness.htm

Christine Hamilton-Pennell: <http://growinglocaleconomies.com/about>

Discovery & Assessment

Economic Gardening overview:

www.webjunction.org/documents/wj/Economic_Gardening_libraries_help_to_grow_local_economies.html

Growing Local Economies: <http://growinglocaleconomies.com/>

Public Libraries and Community Economic Development: Partnering for Success:

www.iira.org/pubs/publications/IIRA_RRR_688.pdf

25 Ways Your Library Can Support the Small Business Community:

www.webjunction.org/documents/wj/25_Ways_Your_Library_Can_Support_the_Small_Business_Community.html

Libraries and Economic Development webinar series:

www.webjunction.org/events/wj/Libraries_and_Economic_Development_Series.html

Entrepreneur test:

www.openforum.com/articles/forget-harvard-heres-the-entrepreneur-test-for-the-rest-of-us

SBA Small Business Readiness Assessment Tool: <http://web.sba.gov/sbtn/sbat/index.cfm?Tool=4>

U.S Small Business Administration: www.sba.gov/

SCORE: www.score.org

Small Business Development Center: <http://sbdnet.org/>

RUSA Selected Core Resources:

www.ala.org/ala/mgrps/divs/rusa/sections/brass/brassprotools/corecompetencies/corecompetenciesbusiness.cfm

Collections

Library of Congress business collection materials: www.loc.gov/rr/business/index1.html

RUSA Starting a Small Business: <http://brass.libguides.com/content.php?pid=112731&sid=849146>

Small Business: Step by Step: www.starting-a-smallbusiness.com/

Dallas Public Library Starting a Small Business: www.dallaslibrary2.org/government/smallbiz.php

WorkSC Start your own business: www.worksc.org/start-your-own-business

Burlington County Library System Business Gateway: <http://explore.bcls.lib.nj.us/business>

Farmington Area (IL) Public Library Economic Development Resources:

www.farmingtonpublic.org/Economic%20Development/economic_development.htm

Libraries and Economic Development webinar series:

www.webjunction.org/events/wj/Libraries_and_Economic_Development_Series.html

Manta.com: www.manta.com/

Reference USA: www.referenceusa.com/

BusinessDecision: www.businessdecision.info/

Hoover's Lead Builder: www.hoovers.com/leads/build-a-list

Training & Programming

SBA's Online Small Business Training:

www.sba.gov/category/navigation-structure/counseling-training/online-small-business-training

BizLaunch: www.bizlaunch.com/

IRS virtual small business tax workshop: www.irsvideos.gov/virtualworkshop/

How-To Guides for Small Business: <http://guides.wsj.com/small-business/>

Small Business Notes: www.smallbusinessnotes.com/starting-a-business/public-libraries.html

Brooklyn Public Library Power Up program: www.inc.com/howard-greenstein/start-up-help-at-your-local-library.html

New York Public Library's small business resource center: www.nypl.org/smallbiz

Boulder (CO) Public Library Business 101: <http://research.boulderlibrary.org/content.php?pid=29613&sid=216568>

Small Business Trends: <http://smallbiztrends.com/>

How to Market a StartUp with Social Media:

www.ignitesocialmedia.com/social-media-promotion/how-to-market-startup-social-media/

Etsy.com: www.etsy.com/sell?ref=so_sell

Kiva Brings Microlending Home to the US:

<http://techcrunch.com/2009/06/10/kiva-brings-microlending-home-to-us-entrepreneurs-in-need/>

PieLab: www.nytimes.com/2010/10/10/magazine/10pielab-t.html?_r=2

Entrepreneur Connect: <http://econnect.entrepreneur.com/>

Social networks:

LinkedIn: www.linkedin.com/

Meet the Boss: www.meettheboss.com/

Partner Up: www.partnerup.com/

Best Blogs for young entrepreneurs: <http://oedb.org/library/beginning-online-learning/50-blogs-for-young-entrepreneurs>

Small Business Trends videos: <http://smallbiztrends.com/category/small-business-videos>

Johnson County (KS) Library GovFest for Entrepreneurs: www.jocolibrary.org/default.aspx?id=17548&epslanguage=EN

Collaboration

South Central Michigan Works: www.scmw.org/about/partners.html

Illinois Public Libraries Providing Access to Small Businesses and Entrepreneurs:

www.webjunction.org/documents/wj/SBA_Project_in_Illinois.html

Carson City (NV) librarians helping city regain its economic mojo:

www.nnbw.com/ArticleRead.aspx?storyID=16577

Glen Carbon Centennial Library Best Small Library 2010: www.libraryjournal.com/article/CA6716260.html

Communication

Libraries and Economic Development webinar series:

www.webjunction.org/events/wj/Libraries_and_Economic_Development_Series.html

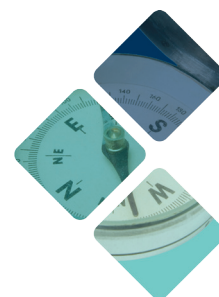
Small Business Start-up Backpack:

www.webjunction.org/documents/wj/Small_Business_Start_up_Backpack.html

Public Libraries and Community Economic Development: Partnering for Success:

www.iira.org/pubs/publications/IIRA_RRR_688.pdf

All Project Compass programs and materials are made possible by a grant from the Institute of Museum and Library Services, and provided by WebJunction and the State Library of North Carolina.



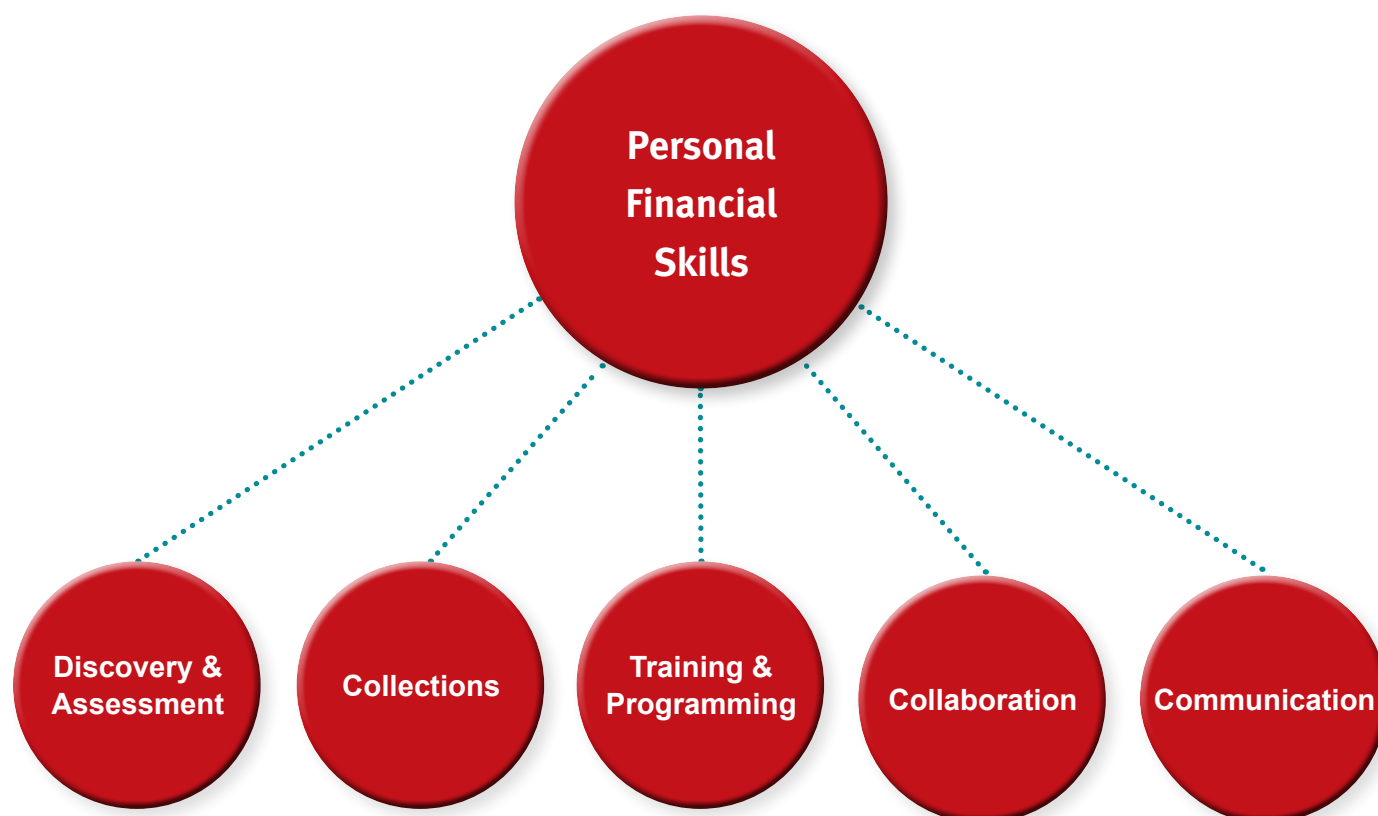
Personal Financial Skills Pathway

This pathway includes:

- Understanding the impact of the economic downturn on personal financial stability
- How to provide resources, training and programs to help patrons get better control of their personal finances.

Why is it important?

Many patrons face reduced incomes as a result of the economic downturn, even if they are currently employed. They need additional resources and services to help them address a variety of financial worries. Especially when there are no jobs to be had in a community and a feeling of hopelessness has set in, the library can help individuals regain some balance in their personal finances.



This pathway is online at: www.webjunction.org/explore-topics/workforce-resources/materials.html.

Links to all resources are listed in the URL Reference List at the end of this document.
The online version has embedded hyperlinks to resources.

Case Study: Financial Well-being in South San Francisco

The South San Francisco Public Library (SSFPL) has a strong track record of helping adults in the community to develop their literacy skills. Director Holly Fulghum-Nutters realized her staff could apply the strategies of their Project Read literacy program to build financial literacy in their patrons.

Discovery: recognize a need

The Project Read staff saw an increasing level of financial distress in their patrons as the economy deteriorated. Adults who were working to improve their basic literacy were among the most vulnerable to the impact of the tough times. Their low literacy made it all the more difficult to understand their options and articulate their needs.

In order to learn more about the specific needs of the community, the library conducted anonymous surveys to uncover the issues people were dealing with—debt, credit, mortgage crisis, retirement, investments.

Collaboration: get expert help

Moving from a reading literacy program to a financial literacy program was a big step for the library that necessitated seeking outside help. Fulghum-Nutters seized an opportunity to obtain a grant from the Silicon Valley Community Foundation as part of an effort to combine financial education with asset building. The foundation recognized the library's ability to reach a population often overlooked in financial education efforts. The grant planted the seeds of the SSFPL's Financial Well-Being (FWB) program.

With the funding, the program hired a financial consultant and educator to design a series of workshops. They then turned to the ranks of Project Read volunteers to enlist them to deliver free one-to-one financial coaching for patrons. The financial consultant trained the volunteers in the basics of financial management as well as the art of coaching and honoring the patrons' innate resourcefulness.

For libraries that don't have the advantage of grant funds to hire a specialist, FWB staffer Fernando Cordova recommends tapping the local chapters of financial planning organizations for unbiased, positive educators who may be available to help librarians get the basics on the financial literacy topics so they, in turn, can help patrons. Connect with the community leaders; once they are sold on the idea, they will be more willing to share staff and expertise. Expand the roster of financial coaches by approaching social service agencies, adult schools, churches and community assistance groups for expert helpers.

Collection: keep it simple

The financial consultant worked with library staff to develop the workshop series. They created materials that presented financial topics in simple terms, without jargon, making the subject easier to grasp.

The library also created a section specifically devoted to financial literacy, with books, fact sheets and referral guides with links to websites. They took advantage of the many easy-to-read free government resources that are available on this topic in print and online. One librarian has been designated as the go-to person to answer questions and refer people to trusted community financial services.

Programs: libraries know literacy

Using the successful model of Project Read for increasing adult literacy, FWB offered patrons a series of classes, followed by the opportunity to engage with a coach to address individual needs. The intent was to keep the financial education simple and positive so that people stay focused and are inspired to take action.

FWB staffer Pat Jarvis stresses the importance of interactive training in which patrons identify their financial personality, discuss case studies in small groups and create financial goal collages. In her presentations, she avoids text-heavy slides, uses video clips and does live demos of tools like

annualcreditreport.com. Cordova emphasizes the need to dispel some common money myths early in the process. For example, many poor people believe that wealth and asset building is exclusively the province of the rich; until they accept that simply being intentional with their money will advance their well-being, they won't have the mindset to benefit from the instruction.

After their initial success, SSFPL expanded its efforts. To include the whole family in financial education, staff held a series of storytimes with money-themed children's books and fun activities, like making piggy banks. They offered a special series of workshops in Spanish for Latina women with a program called **WI\$EUP WOMEN**, through the U.S. Department of Labor—Women's Division. They worked with Community Financial Resources to offer prize-linked savings incentives to patrons, where they receive raffle tickets for a cash prize drawing for enrolling and making regular deposits in a savings program.

Communication: develop a pitch and build trust

According to Cordova, “pull out all the stops” and precede your programming with a comprehensive community outreach plan. Target community-based organizations that already have inroads with the people you want to reach. The library created flyers with a simple message and posted them everywhere—other libraries, job centers, community centers, senior centers, parks. They gave short presentations in adult education and ESL classes. And they encouraged their Project Read students to spread the word.

Trust is an essential component of personal financial education. In the promotional pitches, the library positioned itself clearly as a trusted source of information with no ulterior motives to sell or promote any product, and with assurances of discretion and confidentiality in addressing people's issues.

Outcomes: motivating to change

Getting people to take control of their finances usually involves a behavioral change. Taking a cue from the Weight Watchers approach to helping people embrace the change they desire, Holly Fulghum-Nutters laid out **8 Stages of Change**, the stages people go through from *wanting* more financial well-being to building their confidence, shifting their mindset and taking positive action to actually get there.

The FWB strategy definitely motivated many of its participants to change for the better. In the first year, 68 people went through the class series; 22 of them followed up with individual coaching. “Ultimately,” says Fulghum-Nutters, “the biggest change we saw was in confidence. People felt a new level of self-reliance—they now felt that they were in control.” One FWB participant moved through all eight stages of change, going from entry level restaurant work to being a business owner. She worked with her coach to write a business plan, save money, apply for a small business grant, get her business license, and negotiate and sign a one year business lease. That's motivation!

[Read more of the story](#)

Discovery & Assessment	Resources and ideas to help you take action
<p>Focus here to learn more about:</p> <ul style="list-style-type: none"> • The needs of your community • How libraries can help patrons with their personal financial challenges • Local, state or national agencies available to provide personal financial education. 	<p>Consider:</p> <ul style="list-style-type: none"> • Are you able to articulate financial literacy needs to potential partners? <ul style="list-style-type: none"> ⇒ Look at Collaboration • Are you able to articulate financial literacy needs to key community stakeholders? <ul style="list-style-type: none"> ⇒ Look at Communication
<p>What do you know about the financial needs of those impacted by the economic downturn in your community?</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> I know what is meant by basic personal financial knowledge. <input type="checkbox"/> I am aware of the general level of financial education in my community. 	<ul style="list-style-type: none"> • National Standards for Adult Financial Literacy Education identifies the personal finance knowledge and skills an adult should possess. • Financial Capability Study allows state-by-state exploration of baseline measures of the financial capability of U.S. adults. (FINRA Investor Education Foundation) • Schaumburg Township District Library developed a Market Research Survey to gauge financial knowledge of library staff and patrons.
<p>What can your library do to help patrons gain control of their personal finances?</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> I am familiar with what other libraries are doing to increase patrons' financial literacy. <input type="checkbox"/> I know what my library already has in place for increasing financial literacy. <input type="checkbox"/> I can identify at least one action to help patrons with personal financial skills at my library. 	<ul style="list-style-type: none"> • Read case studies from seven libraries about their successful financial education programs. • Project Read Gets Smart with Money: Public Libraries' feature article about South San Francisco Public Library's financial education program. • Watch Money Matters: Teaching Financial Literacy Skills from the Georgia Public Library Service Wednesday Webinar series. (Note: first hour only; second hour is a different topic.) • The U.S. Office of the Comptroller of the Currency fact sheet on financial literacy provides an overview, resources and examples of activities.
<ul style="list-style-type: none"> <input type="checkbox"/> I provide information about living on a reduced and/or limited income. 	<ul style="list-style-type: none"> • Create displays of books about living within limited means, such as healthy eating on a tight budget, vegetable gardening or raising chickens. • Collect coupons for anyone to pick up, or offer a coupon exchange event. • Enlist an "extreme couponer" to teach a workshop at the library. • Promote the free entertainment opportunities that the library provides.
<p>What agencies are available to provide support for those impacted by the economic downturn?</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> I am able to direct patrons to national, state or local agencies for help with their personal financial goals. 	<ul style="list-style-type: none"> • Locate your Federal Reserve District. • Find State Coalitions of the national Jump\$tart Coalition organization dedicated to improving the financial literacy of preschool to college age. • The FINRA Investor Education Foundation provides underserved Americans with the knowledge, skills and tools necessary for financial success.

Collections	Resources and ideas to help you take action
<p>Focus here to:</p> <ul style="list-style-type: none"> • Identify what financial literacy resources your library collection has • Identify what you need to begin or augment a financial literacy collection. 	<p>Consider:</p> <ul style="list-style-type: none"> • Does your collection align with assessed needs for personal financial education? <ul style="list-style-type: none"> ⇒ Look at Discovery & Assessment • Who can you collaborate with to share resources? <ul style="list-style-type: none"> ⇒ Look at Collaboration
What do you need to build or augment a basic financial literacy collection?	
<ul style="list-style-type: none"> <input type="checkbox"/> My library has general print and online resources on financial literacy. <input type="checkbox"/> My library's financial literacy resources have been aggressively weeded for the most current and useful. 	<ul style="list-style-type: none"> • Members of the National Financial Education Network for State & Local Governments provide a searchable database of resources on financial literacy. • The Institute for Financial Literacy has a collection of articles and research. • Show Me the Money Bibliography lists books for K–12 financial education. • The Chicago Public Library maintains a reader's advisory list of titles on Credit and Debt Management. • Financial Literacy Books for Parents lists books by age groups to help children develop their personal financial skills early.
<ul style="list-style-type: none"> <input type="checkbox"/> I am familiar with online financial literacy resources available to patrons. <input type="checkbox"/> I am able to assist patrons in finding personal financial resources online. 	<ul style="list-style-type: none"> • Neighbor Works America provides links to financial stability information. • Get Rich Slowly has a series of videos on credit, debt, saving and spending. • SmartAboutMoney.org by the National Endowment for Financial Education provides articles, worksheets, tips to help with life's financial decisions. • The FDIC has Quick Links for Consumers and Communities dealing with financial issues. • AnnualCreditReport.com allows individuals to request a free annual report.
What bibliographies and pathfinders does my library have to promote financial literacy?	
<ul style="list-style-type: none"> <input type="checkbox"/> My library has created an online directory of financial resources. <input type="checkbox"/> My library website has a link to the state library (or other relevant library) resources for financial literacy. <input type="checkbox"/> I have created handouts listing my library's and other community agencies' resources for financial education. 	<ul style="list-style-type: none"> • Finances and Money Management is a Washington State Library-hosted website for financial resources. • New York Public Library's Financial Literacy Now guide provides a list of online resources. • Howard County Library's Financial Literacy Bibliography is a list of resources they keep near the information desk. • Bolivar County Library's Financial & Investment Resource Website Links is a selected directory of useful websites.

Training & Programming	Resources and ideas to help you take action
<p>Focus here to:</p> <ul style="list-style-type: none"> Identify available self-paced training resources for personal financial education Identify programs and classes your library could offer to build personal financial skills and knowledge. 	<p>Consider:</p> <ul style="list-style-type: none"> Do your training/programming plans align with assessed community needs? <ul style="list-style-type: none"> ⇒ Look at Discovery & Assessment Do you have the collection you need to support personal financial skills training and programs? <ul style="list-style-type: none"> ⇒ Look at Collections Who can you collaborate with to deliver training and programs? <ul style="list-style-type: none"> ⇒ Look at Collaboration Do you have plans for effective marketing of your training and programs? <ul style="list-style-type: none"> ⇒ Look at Communication
<p>What programs or classes can my library offer to build personal financial skills and knowledge?</p>	
<input type="checkbox"/> I connect patrons to free, good quality online training on personal financial topics.	<ul style="list-style-type: none"> MyMoney.gov is the U.S. government's effort to improve financial literacy and education and provide free, reliable financial information to the American public; includes tools such as calculators, budget worksheets and checklists. Financial Literacy Now offers instruction on a variety of family financial topics. Money Smart – A Financial Education Program (from FDIC) consists of 11 training modules that cover basic financial topics; also available as self-paced computer-based instruction in English and Spanish. 360 Degrees of Financial Literacy (American Institute of Certified Public Accountants) aims to help Americans understand their personal finances through every stage of life.
<input type="checkbox"/> My library offers programs and classes on specific personal financial topics (managing credit, creating a family budget, living on a restricted income, building savings, managing student loans, etc.). <input type="checkbox"/> I adapt existing resources to offer classes on a variety of financial literacy topics.	<ul style="list-style-type: none"> Money Smart Week @ Your Library provides a wide variety of program ideas matched to resources. The State Library of Ohio has a list of Financial Literacy Program Ideas. Project Money offers Teaching Tools for basic financial topics, including advice on how to feel more comfortable talking about money. Use the Are You Financially Fit? Workbook from Florida State University, which is also available in Spanish. Explore financial education games and simulations from the Federal Reserve. The Federal Reserve Bank of Dallas offers Building Wealth, a free education resource with an interactive video and an Instructor's Manual.

Training & Programming (cont.)	Resources and ideas to help you take action
<input type="checkbox"/> My library offers or connects people with 1:1 consultation to respond to focused needs of patrons dealing with financial issues.	<ul style="list-style-type: none"> • The HOPE NOW Alliance lists organizations offering free mortgage and foreclosure counseling; find a HUD-certified counselor in your region. • The Institute for Financial Literacy offers individual financial counseling on the Web.
<input type="checkbox"/> My library offers training to specific audiences, addressing specific community needs.	<ul style="list-style-type: none"> • Provide storytime programs focused on financial topics like spending, allowance or savings accounts for kids. • The Greensboro Public Library offers Future Cents for young adults; the Darien Public Library offers a Teaching Financial Literacy to Kids & Teens program. • Get ideas from Dollars from Sense, an interactive site designed to educate college students and recent grads about their financial options. • Build programs for soon-to-be and recent retirees around these PBS broadcasts from the series Get Your Finances Ready for Retirement.
What current ideas and strategies can your library use to increase patrons' financial literacy?	
<input type="checkbox"/> I use innovative approaches as part of my library's financial education efforts. <input type="checkbox"/> I am able to plan a networking event, or series of events, at my library to facilitate peer knowledge exchange.	<ul style="list-style-type: none"> • MatchFund is an online financial tool that blends social networking technologies with tips for a solid financial life. • Spendster.org has videos of ordinary people confessing their wasteful spending habits. • South San Francisco Public Library works with Prize Linked Savings to motivate their patrons to make regular deposits into savings accounts. • Howard County (MD) Library Friends sponsor a financial literacy event, Money Matters: A Community Fun & Activities Fair. • Organize book clubs that focus on financial topics; suggestions for the reading list include Suze Orman, Gail Vaz-Oxlade and Judith Levine (<i>Not Buying It</i>) • Start a Money Club support group for patrons who have gone through the library's financial literacy training.

Collaboration	Resources and ideas to help you take action
<p>Focus here to:</p> <ul style="list-style-type: none"> Identify strategic community connections and potential partners Build relationships and develop partnerships with community-based agencies to augment financial literacy services and programs. 	<p>Consider:</p> <ul style="list-style-type: none"> Are these partners able to help the library augment its collections? <ul style="list-style-type: none"> ⇒ Look at Collections Are these partners able to help the library communicate its value to the community? <ul style="list-style-type: none"> ⇒ Look at Communication
<p>What partnerships can my library develop with community-based agencies to increase financial literacy?</p>	
<p>(For general information, see the <i>Partnership and Collaboration Guide</i>.)</p> <p><input type="checkbox"/> I have identified a list of other potential partners, including nontraditional choices.</p>	<ul style="list-style-type: none"> The FDIC Community Affairs Officers provide assistance in identifying organizations interested in partnerships to provide financial education. Project Compass workshop participants suggested these potential partners: <ul style="list-style-type: none"> AARP and senior centers Banks and credit unions Chamber of commerce Certified public accountants Consumer credit counseling service County extension office Juvenile detention center Money Management International Nonprofit organizations Schools and community colleges
<p><input type="checkbox"/> I have approached appropriate partners to implement financial education programs or services.</p>	<ul style="list-style-type: none"> Ask bank employees to give workshops on topics like online security or identity theft. The Memphis (TN) Public Library lists local agencies that offer Credit Counseling/Money Management. Ask the attorney general's office or the police department to give talks about identity theft and financial scams. Library program promotes financial education in area lists a variety of organizations that the Washington-Centerville (OH) Public Library partners with to deliver a Money Sense series. Find volunteers to set up office hours for 1:1 tutoring on financial topics; ask students, retirees, members of SCORE or other local community agencies.

Communication	Resources and ideas to help you take action
<p>Focus here to learn more about:</p> <ul style="list-style-type: none"> Marketing the library's financial literacy services Communicating the value of the library's support for community financial health to stakeholders. 	<p>Consider:</p> <ul style="list-style-type: none"> Are you able to engage partners to help with promotion of services or communication of value? <ul style="list-style-type: none"> ⇒ Look at Collaboration
<p>How do I let community members know about the personal financial resources and services the library has?</p>	
<p>(For general information on effective communication, see the <i>Getting the Word Out Guide</i>.)</p> <p><input type="checkbox"/> I know ideas and strategies for marketing and outreach about the library's financial education services.</p>	<ul style="list-style-type: none"> Look through this collection of Multimedia resources for press releases, videos, podcasts, brochures and more (from SmartInvesting@YourLibrary). Create bookmarks or flyers that let people know how the library can help with personal financial information, such as where to file for bankruptcy, get help with foreclosure or do credit checks. Think up compelling titles for workshops that reverse the typical negative message: "Why I'm Rich," "Swimming to the Top" or "Making Your Money Work for You."
<p><input type="checkbox"/> I am aware of the sensitive nature of financial topics for individuals.</p>	<ul style="list-style-type: none"> Find discreet ways to distribute promotional materials so people can pick them up without stigma: <ul style="list-style-type: none"> – Slip bookmarks or flyers into patrons' materials at check out. – If you have a display of financial literacy books, tuck a flyer into each book. – Leave materials near the copy machine or any place where they can be picked up anonymously.
<p><input type="checkbox"/> I am able to communicate the value of the library as an essential support system for those impacted by the economic downturn.</p>	<ul style="list-style-type: none"> In Financial Literacy Now: New York, McGraw-Hill CEO Harold McGraw III provides good talking points about the value of financial literacy.

URL Reference List

Links to resources are listed below in the order they appear in this pathway.
The online version has embedded hyperlinks to resources.

Case Study

WISEUP WOMEN: www.wiseupwomen.org/

Stages of Change: www.webjunction.org/documents/wj/Stages_of_Change.html

Read more of the story:

<http://publiclibrariesonline.org/magazines/featured-articles/project-read-gets-smart-money>

Discovery & Assessment

National Standards for Adult Financial Literacy Education:

www.financiallit.org/resources/pdf/21.2.1_NationalStandards&Benchmarks_SecondEdFinal.pdf

Financial Capability Study: www.usfinancialcapability.org/

Market Research Survey: <http://smartinvesting.ala.org/wp-content/uploads/market-research-findings-wth-background.pdf>

Case studies from seven libraries: <http://smartinvesting.ala.org/project-results/lessons-learned/>

Project Read Gets Smart with Money:

<http://publiclibrariesonline.org/magazines/featured-articles/project-read-gets-smart-money>

Project Read website: <http://ca-southsanfrancisco.civicplus.com/index.aspx?NID=773>

Money Matters: Teaching Financial Literacy Skills:

<http://georgialibraries.org/events/wed-web-series/money-matters-teaching-financial-literacy-skills-archived-session>

U.S. Office of the Comptroller of the Currency fact sheet:

www.occ.gov/topics/community-affairs/publications/fact-sheets/fact-sheet-financial-literacy.pdf

Federal Reserve District: www.federalreserveeducation.org/about-the-fed/structure-and-functions/districts/

Jump\$tart Coalition: <http://jumpstart.org/home.html> and State Coalitions: <http://jumpstart.org/state-coalitions.html>

FINRA Investor Education Foundation: www.finrafoundation.org/

Collections

National Financial Education Network: www.flecnationalnetwork.org/search.cfm

Institute for Financial Literacy articles and research: www.financiallit.org/resources/articles.aspx

Show Me the Money Bibliography: www.ocmboces.org/tfiles/folder1461/21st%20century%20show%20me%20the%20money.pdf

Chicago Public Library Credit and Debt Management titles: www.chipublib.org/list/read/id/85/

Financial Literacy Books for Parents: <http://financeintheclassroom.org/parent/books.shtml>

Neighbor Works America: www.nw.org/network/consumers/financial-capability.asp

Get Rich Slowly: www.getrichslowly.org/blog/2007/05/01/a-collection-of-financial-literacy-resources/

SmartAboutMoney: www.smartaboutmoney.org/

Quick Links for Consumers and Communities: www.fdic.gov/quicklinks/consumers.html

AnnualCreditReport.com: www.annualcreditreport.com/cra/index.jsp

Finances and Money Management: www.sos.wa.gov/library/hardtimes/finances.aspx

NYPL Financial Literacy Now guide: www.nypl.org/help/getting-oriented/financial-literacy/web-resources

Howard County Library's Financial Literacy Bibliography: www.hclibrary.org/index.php?page=203

Bolivar County Library's Financial & Investment Resource: www.bolivar.lib.ms.us/smartinvestlinks.html

Training & Programming

MyMoney.gov: www.mymoney.gov/

Financial Literacy Now: www.financiallitnow.org/index.shtml

Money Smart - A Financial Education Program: www.fdic.gov/consumers/consumer/moneysmart/curriculum.html

360 Degrees of Financial Literacy: www.360financialliteracy.org/

Money Smart Week @ Your Library: www.chicagofed.org/digital_assets/others/education/msw/ala/msw_ala_resources.pdf

Personal Financial Skills Pathway

State Library of Ohio Financial Literacy Program Ideas:

www.webjunction.org/documents/oh/Financial_Literacy_Program_Ideas.html

Project Money Teaching Tools: www.projectmoney.org/teaching/index.html

Talking about money: www.projectmoney.org/teaching/talking.html

Are You Financially Fit? Workbook:

www.finrafoundation.org/web/groups/foundation/@foundation/documents/foundation/p122359.pdf

Financial education games and simulations: www.federalreserveeducation.org/news/multimedia/games.cfm

The Federal Reserve Bank of Dallas Building Wealth: www.dallasfed.org/cd/wealth/index.cfm

Instructor's Manual: www.dallasfed.org/assets/documents/cd/wealth/wealth_guide.pdf

HOPE NOW Alliance: www.hopenow.com/hopenow-counseling.php

HUD-certified counselor: www.hud.gov/offices/hsg/sfh/hcc/hcs.cfm

Institute for Financial Literacy financial counseling: www.financiallit.org/programs/financialcounseling.aspx

Greensboro Public Library Future Cents: www.myfuturecents.com/what_it_is.html

Darien Public Library Teaching Financial Literacy to Kids & Teens:

www.darienlibrary.org/2010/08/30/teaching-financial-literacy-kids-teens

Dollars from Sense: www.dollarsfromsense.com/

Get Your Finances Ready for Retirement: <http://feeds.pbs.org/pbs/nbr/retirement-video>

MatchFund: <http://matchfund.com/>

Spendster.org: <http://spendster.org/>

Prize Linked Savings: www.d2dfund.org/building_savings/prize_linked_savings

Money Matters: A Community Fun & Activities Fair: www.hclibrary.org/moneymatters

Collaboration

FDIC Community Affairs Officers: www.fdic.gov/consumers/consumer/moneysmart/cao.html

Credit Counseling/Money Management: www.memphislibrary.org/hardtimes/credit-counseling-money-management

Library program promotes financial education:

www.daytondailynews.com/news/community/centerville/library-program-promotes-financial-education-in-area-1090110.html

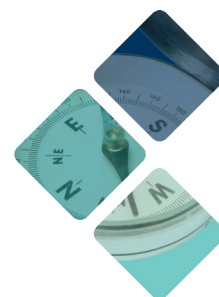
Communication

SmartInvesting@YourLibrary: <http://smartinvesting.ala.org/>

Multimedia resources: <http://smartinvesting.ala.org/project-results/multimedia/>

Financial Literacy Now: New York: www.nypl.org/help/getting-oriented/financial-literacy/mcgraw-hill

All Project Compass programs and materials are made possible by a grant from the Institute of Museum and Library Services, and provided by WebJunction and the State Library of North Carolina.



Staying Sane

During tough economic times, everyone is impacted—especially library staff. You and your colleagues can find yourselves overworked and frustrated due to decreased resources for your library (e.g., fewer staff, less budget for materials, fewer open hours to get things done, etc.) at the same time that there is an increased demand by your patrons. In addition to needing more resources and services, the emotional state of patrons can take a toll. Many of our patrons are anxious, angry, sad and frustrated by their economic situation; and they take those emotions with them to the reference desk.

Of course, library staff are not impervious to the economic recession! Handling patron frustrations can feel overwhelming when coupled with our own economic worries, such as fear of losing our job or not getting enough hours, coping with colleagues being laid off, or a spouse or partner who is unable to find work. All of these factors combined have the potential to make us lose sight of the powerful and positive role we play in our communities. It's important for us to find ways to stay sane in these tough times so that we can continue to provide the critical programs and services that support our communities.

Here are a few helpful resources for managing your own and your patrons' stress in tough economic times:

- Watch this short video for simple tips on **Keeping One's Cool in Difficult Times**; check out the resource links below the video screen.
www.webjunction.org/documents/wj/Keeping_Ones_Cool_in_Difficult_Times.html
- **Unemployment Blues** links to numerous articles on the impact of job loss on individuals and families, which will help you empathize with the kinds of stress people experience from job loss and economic difficulties: http://amby.com/worksite/unemployment_blues.html.
- Stress at Work: Tips to Reduce and Manage Job and Workplace Stress offers sound advice on stress management in the workplace.
http://helpguide.org/mental/work_stress_management.htm.



The following questions will help you articulate your own coping strategies and discover areas where you'd like to gain more skills. We encourage you to begin by answering the questions individually and then share your answers with your colleagues. You'll learn new coping strategies from one another and find ways to support each other through the challenges of our work.

What methods do you employ to maximize resources in these tough times?

What skills have you developed to stay calm while dealing with stressed out patrons?

What skills have you developed to help yourself stay calm during these tough times?

What are the skills developed/methods employed by your colleagues that you'll use in the future?



Gateway to Workforce Services on WebJunction

www.webjunction.org/explore-topics/workforce-resources.html

Find Workforce Services under **Explore Topics**

Quickly find the answer to your question.
Search WebJunction

Go to Courses

Find Training **Explore Topics** Share Your Story Our Partners About Us

Webinars on workforce topics

Workshop materials

Information specific to Project Compass

Twitter Feed: live news, tips and resources shared via #libs4jobs hashtag!

See all related documents

Workforce Services

Overview Documents News Webinars Materials See Also

Job seekers need more than good fortune. They need you.

This section provides services and materials for business and entrepreneurs. Browse the localized staff training session on a national or regional level. Many of the resources here were collected as part of the IMLS-funded Project Compass, a national initiative to support public libraries.

Submit a document
Subscribe to Topic

RELATED TOPICS

- Budgets & Funding
- Change & Adaptation
- Demonstrating Impact
- Innovation & Creativity
- Marketing & Outreach
- Needs Assessment
- Partnerships & Collaboration
- Project Compass
- Social Networking & Web 2.0
- Spanish Speakers
- WebJunction Events Calendar
- Website Design

FEATURED VIDEO

5 Tips for supporting job seekers

See more videos

25 Ways Your Library Can Support the Small Business Community
Last Modified: Document / March 26, 2012
From Christine Hamilton-Pennell, of Growing Local Economies, Inc., a list of tactical and practical ways your library can support economic development in your community.

Twitter for Job Seekers: Tips for Helping Your Library's Job-seeking Patron
Last Modified: Webinar / March 26, 2012
Archive and related resources for a webinar presented on February 23, 2012 by Brooke Roegge and Andrea Snyder on using Twitter for job seekers.

Use Twitter to Support Job Seekers
Last Modified: News / March 22, 2012
Last month's webinar on Twitter for Job Seekers further illuminated the subject of the Twitter tool. Learn how your library can connect patrons with job opportunities. Snyder, manager of the Job & Career Information Center at the Enoch Pratt, specialist at the Minnesota Department of Employment and Economic Development.

Helping Washington Libraries in Hard Times
Last Modified: Webinar / March 22, 2012
Archive and associated resources for February 10, 2010, session with Jennifer Fenton, Kirsten Furl and Ahniwa Ferraro as part of the Technology Essentials 2010, online conference.

mySkills, myFuture: A New Tool for Job Seekers
Last Modified: Webinar / March 22, 2012
Archive and associated resources for September 29, 2010, webinar with ETA staffer, Allison Watts on the new free online tool for job seekers, mySkills, myFuture.

Please tag with #LIBS4JOBS
LIBRARIES AND WORKFORCE RECOVERY

- WebJunction "Reviewing the President's Fiscal Year 2013 Budget Proposal for the U.S. Department of Labor" Archive edworkforce.house.gov/Calendar/Event... #libs4jobs 5 days ago · reply · retweet · favorite
- WebJunction RT @careeraction RT @SeanCLogue: Databases aren't cheap but FREE at library! #libs4jobs 5 days ago · reply · retweet · favorite
- WebJunction RT @careeraction @comonthelibrary: (Blog) Should Pinterest be used as a job search tool? bit.ly/A2IRsV #libs4jobs 5 days ago · reply · retweet · favorite
- WebJunction RT @AtYourLibrary: Need help with a cover letter for your #jobsearch? Here's advice from librarians bit.ly/GILbZl



WebJunction's vision is to be the place where the library profession gathers to build the knowledge, skills and support we need to power relevant, vibrant libraries. Our mission is to promote learning for all library staff by providing open, affordable online learning communities.



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