

TURNING<sub>the</sub>PAGE 2.0

BUILDING YOUR LIBRARY COMMUNITY

Your  
Advocacy Work Plan

## SECTION 2: Who Is Your Target Audience?

from *Week 1: Public Perceptions*, *Week 2: Telling Your Story*  
and *Week 5: The “Big Ask”*

**Who is your target audience(s)?** These are the people and groups (e.g., leaders, decision makers, voters) who you need to engage, persuade, and motivate to help you reach your goal. **Describe one group on this page and another on the next.** Remember that you will revisit this section throughout the course so view this as a work in progress.

Who/what group do you need to influence?	
Why? What action can they take to raise local funding for the library?	
What do they need to hear to be convinced?	
Who do they need to hear it from?	
Do you already have a relationship with this person? Does a partner?	

## SECTION 2: Who Is Your Target Audience?

(continued)

Who else or what other group do you need to influence?	
Why? What action can they take to raise local funding for the library?	
What do they need to hear to be convinced?	
Who do they need to hear it from?	
Do you already have a relationship with this person? Does a partner?	

## SECTION 3: What Does Your Target Audience

### Think about Your Library?

from *Week 1: Public Perceptions* and *Week 2: Telling Your Story*

#### **What does your target audience(s) think about your library?**

In order to engage members of your target audience and persuade them to support the library, you need to understand how they feel about the library and what you must tell them in order to gain their support. Remember that you will revisit this section throughout the course so view this as a work in progress.

What does your target audience know and think about the library right now?

What does your target audience know and think about your library funding goals?

What does your target audience need to know and feel in order to help you reach your library's goal?

Do you need more information to better understand how to influence your target audience? How will you get that information?

## SECTION 4: What Do You Want Your Target Audience(s) to Think about Your Library?

from *Week 1: Public Perceptions*, *Week 2: Telling Your Story* and *Week 5: The “Big Ask”*

### What do you want your target audience(s) to think about your library?

Creating a compelling story that resonates with your target audience is a critical part of your advocacy plan. The following questions will help you create a story to share with your target audience. Remember that you will revisit this section throughout the course so view this as a work in progress.

#### MESSAGE 1: Why is your library important to your community?

#### MESSAGE 2: What is your advocacy goal?

#### MESSAGE 3: How can the community help? (Use specific examples)

## SECTION 4: What Do You Want Your Target Audience(s) to Think about Your Library?

(continued)

**MESSAGE 4:** What are you specifically asking members of your target audience to do? Include the specific actions they need to take (e.g., fund the library, come to an event to support the library, write a letter to the editor in support of the library's technology program, etc.)

**MESSAGE 5:** When do you want members of your target audience to take this action?

**MESSAGE 6:** Reiterate why the library is important to the people listening to your story and why their support is needed

## SECTION 5: “PARKING LOT SPEECH” HOMEWORK

from *Week 2: Telling Your Story*

One of the main areas of focus this week is creating your library’s story and having it readily available to use as needed and appropriate. Now you will write your “parking lot speech” (you know: the quick, ready-to-give conversation you can share when you bump into that important target audience in the parking lot or in an elevator!).

*Use the question below to guide your thoughts and develop the speech. Then, **practice this speech on at least two people and have them share their thoughts or ideas using the questions on Page 10.** Be prepared to share this experience with the group in the Virtual Classroom session!*

The main  
thing I want  
to say is:  
(25 words  
or less)

Three key  
supporting  
points are:  
(anecdotes  
or data):

What I am  
advocating  
for is  
important to  
the residents  
of our  
community  
because:

The library  
(or our  
community)  
needs you to:  
(the call to  
action)

*Now, use the information from above and write your "Parking Lot Speech" in the space below:*

## EVALUATOR'S FEEDBACK:

### from *Week 2: Telling Your Story*

*Now, practice this speech on at least two people and have them share their thoughts or ideas using the questions below.*

Evaluator #1's  
Name

What did your  
evaluator think  
worked well in  
your speech?

What did your  
evaluator think  
could have  
been changed?

Other  
Comments?

Evaluator #2's  
Name

What did your  
evaluator think  
worked well in  
your speech?

What did your  
evaluator think  
could have  
been changed?

Other  
Comments?

## SECTION 6: Who Makes Up Your Project Team?

from Week 3: You as a Leader

Your project team includes the people who will participate in the planning and implementation of your advocacy work plan. Possible team members are the library director, library staff, board of trustees members, Friends of the Library members, library foundation members, etc.

Your Project Team		
Who will participate?	In what role(s)?	What skills or tools will they need?



## SECTION 7: How Will You Keep Everyone on Your Project Team Informed and on Track?

from *Week 3: You as a Leader* and *Week 6: So What's Next?*

To ensure that your library *Advocacy Work Plan* is successfully implemented, it will be important to provide your team with the information they need to do their job, to keep everyone up to date on progress and any changes and adjustments that may take place, and to celebrate success!

Team Members	What Information Do They Need to Know?	How Will They Be Informed? By Whom?	How Can I Make Sure My Team Members Receive The Ongoing Guidance They Need To Understand and Complete Their Tasks?

## SECTION 8: Who Are Your Community Partners?

from *Week 4: Building Relationships* and *Week 5: The “Big Ask”*

Your community partners are people and groups in your community that can help your library increase local support and funding. These should be individuals and organizations (e.g., local business leaders, the school board, Boys & Girls Club, Rotary Club, etc.) that will benefit from your library's programs and services and can help you influence community leaders and decision makers who influence local funding decisions. On the next three pages you'll describe three different community partners.

### COMMUNITY PARTNER #1

Who is one of your community partners?	
What are their priorities / interests?	
What do you have to offer this partner?	
What, if any, obstacles will need to be addressed?	
Do you know anyone at the organization?	

**SECTION 8: Who Are Your Community Partners?** (continued)

**COMMUNITY PARTNER #2**

Who is another of your community partners?	
What are their priorities / interests?	
What do you have to offer this partner?	
What, if any, obstacles will need to be addressed?	
Do you know anyone at the organization?	

## SECTION 8: Who Are Your Community Partners? (continued)

### COMMUNITY PARTNER #3

Who is one other community partner?	
What are their priorities / interests?	
What do you have to offer this partner?	
What, if any, obstacles will need to be addressed?	
Do you know anyone at the organization?	

## **SECTION 9: How Will You Measure the Progress and Success of Your Advocacy Goal?**

from *Week 6: So What's Next?*

These are the key milestones you need to achieve in order to reach your main advocacy goal. You can measure your progress and success against these milestones. Like your goal, these milestones should be SMART (**S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**imely).

**Examples:**

- *The library will build X new community partners that can support us in raising our required funds*
- *By [date], members of the Anytown City Council will be aware of [insert goal's name] and will understand the importance of providing public funds to support this goal*

**MILESTONE 1**

**MILESTONE 2**

**MILESTONE 3**

## SECTION 10: What Specific Activities Will Help You Achieve Your Advocacy Goal?

section **NOT** found in any module but complete for *Week 6: So What's Next?*

In order to reach your advocacy goal, you will need to identify specific activities to reach those objectives. The following chart will help you begin organizing activities for your advocacy plan. But please note that you should create a more detailed activity plan and a timeline to help your advocacy project team effectively manage and track your progress.

Description of Activities	Who Will Be Responsible For This Activity?	When Does This Need To Happen?

## SECTION 11: What Are the Steps You Need to Take to Finalize Your Advocacy Plan?

section **NOT** found in any module but complete for *Week 6: So What's Next?*

Use the space below to help your library team identify a few immediate next steps that you/  
your team to do in the next few weeks to get the ball rolling on implementing your Advocacy  
Work Plan. **What would be on your to-do list next week?**

What Needs To Be Done?	By When?	Who Will Coordinate?	Who Will Participate?

**NOTES, IDEAS, ETC:**



