Design for Experience Workshop Toolkit
Meghana is a motivated undergrad who is loving all the discoveries she is learning in her program. A friend invites her to a music workshop at the library. Since Meghana has not been to the library since she was in elementary school, she did not expect to find anything that interested her on her first visit. However, she is shocked to find so many music resources and class options! From digital sound mixing to learning how to play the Chinese lute. At the end of her first workshop, Meghana and her class talk about planning a live performance of the music they create. She grabs a bite at the cafe while she does her homework and is brainstorming ideas about music research she’d like to explore in her next school project!
Gretchen is a widow living in the area. Since retiring she has picked up a knack for gardening and healthy eating. In order to learn more about the best gardening techniques, she heads to the library to check out their resources. When she walks through the doors, there is a huge video screen displaying all weeknight activities at the library. There is a gardening club on Monday evenings! She attends the next week and also discovers the HOW workshop series. She enjoys the fellowship of others with similar interests. After a few weeks of meetings, she and her group members decide to start a community garden and think about ways to use food they grow as a teaching tool to talk about sustainability and health issues in their community.
Marcus, 22-year-old entrepreneur

Program:
Business Incubator/Conference Rooms

Story:
Marcus is a soon to be college grad and feeling ambitious to launch his career. He is ready to start his own business with a few of his classmates. He and his team meet at the library every morning to create a business plan and strategize the release of their app. It is a perfect central place for meetings as they can reserve conference rooms for private meetings away from school. The room has a large TV, video conferencing capability, and resources for scanning and printing close by. Marcus has even met other people like him who use the library to conduct business. It is a great source for not only for his own start-up, but for prototyping his app in real life with patrons at the library!

In Brief:
Marcus is graduating soon from University of Pittsburgh and is interested in starting his own business.

Strength:
Go-getter personality and not afraid to fail.

Motivation:
Marcus and some friends have an app idea they’re getting ready to launch.

Library Connection:
Needs a place for his team to meet and prototype their idea. The library has conference rooms with space to meet and resources he needs to file their business in Pennsylvania.
In Brief:
Ann is a freshman in high school and recently told their family that they identify as queer. They are exploring their sexuality and is passionate about learning more about LGBTQIA issues.

Strength:
Ann is outgoing and is interested in social justice issues.

Motivation:
They enjoys being a mentor to other LGBTQIA youth and wants to build a support network in their community.

Library Connection:
The GSA program is Ann’s home away from home and primary resource for all LGBTQIA information.

Customer:
Ann, 15-year-old

Program:
Gender & Sexuality Alliance (GSA)

Story:
Ann has been home-schooled their whole life by their mom. Ann has increasingly been interested in LGBTQIA topics as they explore gender and sexuality issues. The GSA program has been a great outlet for Ann to meet peers and to take their passion in social justice issues and learn about ways they can advocate around LGBTQIA awareness and issues in their community. Ann designed a campaign with their GSA group and made Zines in the “LAB” (the library’s teen content creation zone). She and her friends are brainstorming workshops to teach at other branches to support their local network.
In Brief:
Maria is a nanny for a family nearby. She is a recent immigrant with few friends and a native Spanish speaker who is still learning English. Spencer is a 4-year-old with a lot of energy and always hungry.

Strength:
Maria is caring, protective, and always up for new activities. Spencer is usually obedient and never shy.

Motivation:
A place to spend the mornings and interact with other children.

Library Connection:
Storytime is fun time and place to release some of Spencer’s energy so he is ready for nap time.

Customer:
Maria, young nanny, recent immigrant, bi-lingual
Spencer, 4-year-old

Program:
Afternoon Storytime

Story:
Maria recently moved to the area and began working as a nanny for a nearby family. Her responsibilities include some housekeeping while the parents are at work and taking care of (and entertaining) Spencer, the rowdy toddler full of energy and an appetite. Maria takes Spencer to the library every morning to engage with other boys and girls his age while she sits and observes. On Tuesdays he enjoys participating in Storytime. They used to go home afterwards for lunch, but now the library has a cafe! Maria buys Spencer a healthy lunch and interacts with some other nannies and mothers who stick around after Storytime. In fact, she meets a mother who is also an English-learner. The two chat for the afternoon and organize a play-date for Spencer next week!
Play Personalities!

**JOKER**  
Loves to play around and make others laugh

**DIRECTOR**  
Enjoys executing, planning events. Loves organization

**COLLECTOR**  
Enjoys gathering collections of objects & experiences

**COMPETITOR**  
Loves competitive games with rules, and likes to play to win

**ARTIST, CREATOR**  
Enjoys making and creating things

**EXPLORE**  
Loves to explore something new or different: physically, emotionally, or mentally

**KINESTHETE**  
Someone who loves to move and push their body to see what it can do

**STORYTELLER**  
Loves to use their imagination to tell stories in writing, or in acting

Play Personalities, Dr. Stuart Brown
Learning Styles!

**VISUAL-SPATIAL**
Think in terms of physical space. Taught through drawings, imagery

**BODILY-KINESTHETIC**
Keen sense of body awareness. Taught through physical activity, hands-on learning, acting out

**MUSICAL**
Show sensitivity to rhythm and sound. Taught by turning lessons into lyrics, speaking rhythmically

**INTERPERSONAL**
Understanding, interacting with others. Taught through group activities, seminars, dialogues.

**LOGICAL-MATHEMATICAL**
Think conceptually, abstractly, and able to see patterns. Taught through logic games

**LINGUISTIC**
Highly developed auditory skills and often think in words. Taught by saying and seeing words, reading books

**INTRAPERSONAL**
Understanding their own interests. Shy away from others. Taught through independent study and introspection

Learning Styles, Howard Gardner, Harvard University
<table>
<thead>
<tr>
<th>Customer</th>
<th>Play Personality</th>
<th>Learning Style</th>
<th>Give A Story</th>
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</thead>
<tbody>
<tr>
<td>Who is the customer? What’s their name? How old are they? What are their interests? What community do they come from?</td>
<td>What are the play personalities of this user? How do they manifest in him/her?</td>
<td>What is the customer’s learning styles? How can they use this at the library?</td>
<td>What does the customer need? What is their learning motivation for coming to the library? What is the learning outcome you envision for them?</td>
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<tr>
<td>Customer Experience</td>
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<tr>
<td><strong>Before</strong></td>
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<td>Where was the customer before coming to the library? What were they doing? How did they feel?</td>
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<td><strong>During</strong></td>
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<td>What did the customer do at the library? What activities and programs did they participate in? What spaces did they use?</td>
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<td><strong>After</strong></td>
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<tr>
<td>What were the results of their experience? How did they feel? When will they return? And why?</td>
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<td><strong>Learning</strong></td>
<td><strong>Creating</strong></td>
<td><strong>Sharing</strong></td>
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<tr>
<td>What is your customer Learning at this library?</td>
<td>What is your customer Creating at this library?</td>
<td>What is your customer Sharing at this library?</td>
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</tbody>
</table>
What are the Skills and Talents of the people that can support the user’s goals?

What are the Core Services offered in the library to support the user?

Who are the Partners in the area that can amplify the goals of the user?

What are the Technology and Equipment the user needs that they can get in the library? Or in the area?
Defining Your Branch Library

Describe your library: What is its purpose? Why is there a need for this focus? Who is using this library?

Activities and Programs
What Activities and Programs do you imagine happening in this library?

Look and Feel
What does this library Look and Feel like?
Create Your Library!

Glue down the elements here!
LIBRARY as...

- Entrepreneurial Center
- Technology Training Lab
- Community Cafe
- Welcome Center
- Popular Materials Display
- Community Living Room
- Genius Bar
- Quiet Room
- Meeting Room
- Business Center
- Staff Area
- Library
LIBRARY as...

- Culinary Kitchen
- Pop-Up
- Community Meeting Room
- Outdoor Garden
- Hi-Tech Maker's Studio
- Early Literacy
- Medium Group Study
- Small Group Study
- Story-Telling Lab
- Teen Hangout
- Home-school/Homework Central
- Tinker Lab
- Home-school Central
- Pop-up
- Library as...
PROGRAM COMPONENTS

DESIGN YOUR PROGRAM WITH THESE COMPONENTS.

LOUNGE SEATING
TRADITIONAL READER SEATS

COMMUNITY SEATING

“ALONE TOGETHER” READER SEATS

CASUAL SEATING, POUFS
PROGRAM COMPONENTS
DESIGN YOUR PROGRAM WITH THESE COMPONENTS.

TABLE SEATING
TRADITIONAL WORKING AND READING TABLES

WORKING TOGETHER TABLES

FARM AND CONFERENCE TABLES WITH POWER
PROGRAM COMPONENTS

DESIGN YOUR PROGRAM WITH THESE COMPONENTS.

TECHNOLOGY SEATING

ROUND TABLES

GANGING TABLES

CHILDREN’S COMPUTER TABLES
PROGRAM COMPONENTS
DESIGN YOUR PROGRAM WITH THESE COMPONENTS.

PROGRAM TOOLS
SERVICE DESK

COLLECTIONS

ADVOCACY TABLES

COMMUNITY DISPLAY BOARD

TECHNOLOGY

NEW BOOK DISPLAY

COMMUNITY ASSET MAP

DIGITAL PROGRAM DISPLAY

ACTIVITY CART

MOBILE MONITOR

MOBILE MARKERBOARDS

MOBILE PROGRAM EQUIPMENT
Exercise
Design Your Own Destination Feature!

In this exercise, you are given a total of $15 to select any combination of features from each page that will come together to become a creative destination for your library. This feature will be one of a kind and become a primary identifier for your library!

THE BEST PLACE IN THE AREA TO...

$10 FEATURES

EXPERIENCE SELF-DIRECTED LEARNING

CREATE YOUR OWN INTERACTIVE STORY

PORTAL TO ANOTHER WORLD

TEST FUTURE TECHNOLOGY

LEARN SHARE CREATE

WOW! It’s so great that children can participate in such cool learning experiences at my own neighborhood library!

WOW! I can’t believe I just designed my own book trailer and made my first short film!

WOW! I can’t believe by day I am taking an ESOL class with people in San Francisco and by evening, I’m at a dance party in LA!

WOW! I can’t believe I can learn how to fly a drone and also have it deliver my books!

WOW! I love that writer Neil Gaiman is making a robot at the workshop after he just gave a talk on imagination!
$5 FEATURES!

- SHORT STORY PRINT DISPENSER
- INTERACTIVE LEARNING FLOOR PROJECTION GAMES
- POP-UP DANCE FLOOR
- OUTDOOR READING GARDEN
- LITE BRITE WALL
- MUSICAL INSTRUMENT CHECK-OUT
- COMMUNITY SKETCHBOOK EXCHANGE
- TOUCH SCREEN ART BROWSING
- MAP EXPLORATION PIN-UP WALL

Exercise
Design Your Own Destination Feature!
Exercise
Design Your Own Destination Feature!

My Customer is:

Given a total of $15, select the features that will make your branch the destination to go to in your neighborhood!
WRITE A USER NARRATIVE

What are your user’s passions?

Where is the customer arriving from?

Why are they here?

What do they see when they enter the library?

What do they do? How long do they stay?

What have they learned, made, experienced, shared?

What kind of help did they receive?

When will they return and what will they do?

What are passions of the staff/mentors?

What are passions in the community?

What are desired OUTCOMES?