

FIS2125
ODBS Promotions & Outreach Final Report
April 4, 2009

Introduction and Context of the ODBS

The On-Demand Book Service (ODBS) was conceived as a meaningful service for First Nations communities in Ontario's North to promote book culture and reading. The ODBS would allow members of participating communities to print and keep books that were relevant and useful to their lives. The gap between urban and rural access to documents and opportunities for learning would narrow. Over the course of the winter university term, this conception was questioned, reshaped and partly realized as students in FIS 2125 learned about the specific challenges of information services in the North, and the constraints of providing that service from the South. Using existing Information and Communication Technologies (ICTs) and developing their own applications, the students sought to understand and address the reasons that information resources, particularly text-based resources, are rare in isolated First Nations communities. The class also confronted their own biases and limitations, reconsidering the role of information authorities and the position of community-centred production of text resources. The answers were much more complex than most had thought at the outset. Geography and culture were central, but these are but a part of the puzzle. Pre- and post- contact history, approaches to economic development in peripheral areas, and the location of marginalized groups in information production interact closely with all aspects of the project as well, to name just a few important factors.

For the Promotions team, the challenge was to understand and represent the ODBS to people outside the project. To do this effectively, the team needed to understand the technical aspects of the project, the people involved with the project (including internal group interactions) and the perceptions of potential partners. To describe the project to stakeholders in the community, the Promotions team sought to tell a story that would accurately reflect the development of the ODBS while also describing the ways that change could occur if its goals were realized. This story, though incomplete, is told through the elements of the team's deliverables. The mission statement, pamphlets, posters, promotional form letters, contact database, Moodle site and promotional events are an attempt to frame the work of all of the working groups in a way that engages observers and partners and invites them to improve the story.

To address the key issues and barriers to bringing books to isolated communities, the Promotions team focused on technological ease and benefits, including "the ability to self publish materials, promote community engagement, encourage a culture of reading/literacy and preservation of cultural artifacts." This statement closely reflects the ODBS mission statement. Further benefits identified were published on Moodle as the class proceeded. These include:

- a system that is flexible enough to be customized to the community
- cheap method of printing materials that patrons could take home
- eliminating shipping costs of printed materials
- accessing electronic materials; adjusting online material into print
- augmenting community programming
- creation of a youth "scrapbook" where students can see their own work in a bound book
- print multiple take-home copies for a family reading program

- introduce new materials into the collection; creative commons material could be up-to-date

Critical Assessment of Team Objectives

The initial tasks set for the Promotions team were financing and creating a marketing strategy for the project. The team explored the opportunities available to the initiative at varying stages of development. The criteria at that initial stage of development:

- Documenting (estimated) financial underpinnings of project
- Establishing estimates and overview of operating costs
- Conceiving of a strategy to leverage funding for ODBS
- Documenting process and value of the project (the “making of”)
- Creating a mock Press Release/Press Kit
- Organizing a Project Presentation
- Evaluating Outreach Strategies

The team had to significantly restructure goals and expectations after the initial report. Our initial team proposal stated that “once interest is expressed by the community” identified by the Community Research team, our goal would be to design a customized promotional package including brochures, posters and other materials. In formulating this objective the Promotions team assumed that the class would easily identify a community to work with. It later became clear that the focus of the project was shifting from identifying a specific community to building a scalable platform that could be developed to serve any number of First Nations communities. The emphasis therefore changed toward assessing the information needs the ODBS could address. The promotions teams responded by adjusting the language and format of the materials to be more easily customized. Overarching goals became:

- Supporting the other team’s needs
- Creating a documentation process of the class and community involvement in the ODBS
- Producing a promotions package as a legacy project

This changed the objectives of the team in a number of other ways as well:

- Without a participating community, the Promotions team shifted towards *informing* communities, and providing a basic understanding of the ODBS as opposed to creating materials for those already familiar with the system and needing more higher level information such as potential uses for programming.
- Materials changed their design and approach to potential community partners as opposed to a more specific target community, demographic, or group. The additional notion of community “champions” precipitated the request for materials for a potential “ODBS advocate” to use as a part of a deliverable to communities the team legacy.
- The Promotions team adopted the challenging role of “the integrating team” due to the need to communicate a clearer, branded image/message of the ODBS. These new

deliverables involved integrating participation from all teams. They included form letters of intent for an ODBS advocate, a mission statement, a logo, and a branding strategy.

- The creation of the Moodle site created new avenues for informing communities. The Promotions team introduced interaction with community members such as Brian Beaton, Angie Morris, and YICT members. The site involved an entirely new set of deliverables such as Moodle galleries, the Promotions and Q&A forums, an FAQ, and the “media experience” all of which were both provided to inform communities and published as a part of the team legacy.

The thirteen week lifecycle of the project posed a significant challenge to groups working on the project. The transformation of the ODBS was repositioned as a potential marketing strategy/package that would gesture to the necessary changes the project would have to undergo to achieve significant buy-in from potential stakeholders.

Stakeholders

The stakeholders also changed from those identified in the team proposal. Initially, the Promotions team identified three key stakeholder groups. The Promotions team focused on the first one.

1) User Communities

K-Net: The strongest stakeholders in this project were the community members who generously extended their time and interest to interact with our class. These included community leaders such as Brian Beaton and Angie Morris, who was integral in connecting class teams with YICT workers.

FN Communities: As mentioned earlier, the team's assumption of identifying specific communities was later questioned by the class. However, after the third week of February, Community Research had begun to find interested parties.

During reading week, interest was generated from Big Grassy, and community members were contacted by teleconference. Librarian Kitty Gale expressed an initial interest which the Promotions team followed up with. This was an excellent opportunity to speak with a librarian involved with the production of *Our Way Forward*, a strategic plan for Ontario First Nation public libraries. The Promotions team communicated information about the ODBS through phone and emails, along with invitations from both the Promotions and Community Research teams for Gale and youth worker Danika Tom to participate on the ODBS Moodle site. The Promotions team proposed the contest/scrapbook deliverable [a proposed initiative in which students could contribute work to be published in an ODBS book] to Gale, but no further interest was expressed to either the Promotions or Community Research team. A poster for this initiative has been made as a template for future use should a community express an interest.

Other interested community leaders and members were found through Community Research's online surveys. The surveys included an option for participants to give consent to receive further information regarding the ODBS through email. These individuals have been contacted through email with FAQ information and an invitation to join the Moodle site.

FN Libraries: The Promotions team also communicated with other potential partners and advisors including Gloria Reinbergs, who has extensive library experience in serving

aboriginal users and related collection development, and the legendary Patty Lawlor, a “First Nations consultant” with a library background who helped produce Our Way Forward and worked with Southern Ontario Library Service. Both professionals extended their advice to the class.

Other: The Promotions team organized an event with the Faculty of Information in conjunction with the Child & Youth Advocacy group. This promotional event included a panel of speakers with informational experience working with aboriginal communities. Prof Caidi was invited to the panel in which she introduced faculty members and other students to the ODBS project. Students had the opportunity to network with Gloria Reinbergs in person.

In future projects, for User Community stakeholders, the Promotions team recommends that the Promotions and Community Research teams coordinate more closely in regards to strategies to contact communities. While our initial proposal identified potential points of contact, a more definite plan and strategy to contact individuals and organizations would have helped.

2) Internet Archives staff

Internet Archives (IA) had donated ODBS machines and provided an example of copyright free content. Our initial contact Gabe Juszel, generously came to the FIS2125 class to demonstrate the production of an ODBS book and to inform students about IA. Email attempts to contact him for further assistance received no response. The Promotions team was not directly involved with the technical aspects of the ODBS. The Systems team did not need our help with contacting IA staff for technical issues. In the future, if specific needs (equipment or services) are identified that could be requested of the IA (such as scanning of particular documents), they could be contacted by Promotions team members.

3) Donors

Donors were identified as persons or organizations who could donate direct funding to the project. As originally stated in our proposal the Promotions team cautioned that our members “are aware that a number of specific elements must be identified before engaging potential donors.” Such elements included technological expertise and clear communication regarding ownership of the project. Due to these concerns, the Promotions team chose to focus on User Communities.

Later discussion with prospect researchers (professional fundraisers) raised further important points of consideration for securing partnerships in the highly competitive field of fundraising with corporations, foundations and other similar organizations. Prospect researchers advised that 1) extensive research on the donor and a well developed program with identifiable benchmarks would aid in closing a partnership and 2) corporate sponsors will not consider funding a program that cannot provide benchmarks for success.

As such, the identified potential donors, De Beers Group, Hewlett Packard and Xerox Canada were not contacted, but perhaps could be in future classes after those involved have conducted a full prospect scan. Information now considered “due diligence” for approaching corporate prospects include:

- wealth and giving capacity
- inclination to cause/identifying a “match” (e.g. a donor supporting literacy will not have an interest in all literacy programs)

- biographical information

4) Other

A database of contacts has been populated on the Moodle site for K-Net site members. It is capable of capturing names and contact information, and includes fields to describe the relationship between the class member and the contacted person.

Organization/Team Roles

Of all aspects of the team proposal, it was our team roles which changed the most. They completely transformed as the deliverables changed. Instead of creating roles based on function, roles became based on deliverable. For example, having only two inter-team liaisons did not work well when a different team member was working on a deliverable that required contact with a student from a different team.

Michelle Gabourie – Team Coordinator > Visual Communications

Michelle's role shifted from relying on her leadership skills towards her expertise in graphic design. Adopting our visually oriented deliverables (e.g. poster, pamphlet, media experience), Michelle became the team artist.

Cathy Johnson – Secretary, Event Planner

Cathy's role as secretary was the only role that remained stable throughout the course. She consistently demonstrated a flair for producing well organized documents, which included a shot list and storyboard for the media experience which was later replaced. During her absences, Nira and ES fulfilled the function of secretary. Cathy's organizational skills were also critical in planning the final April 9th event.

Nira Persaud – Community Liaison > Promotional text, Letters of Intent Editor

Nira's writing skills suited her deliverables which included writing promotional text for the pamphlet. To the relief of other team members, she volunteered to take charge of the major task of integrating all of the teams' letters of intent, as well as editing them. Nira communicated with team members and instructors multiple times to elicit feedback on the letters.

Andrew Pickles – Community Liason > Moodle databases, Media Experience Script

Andrew's tasks required technological and communication skills. Andrew created a database for Digital Contents to list materials that could be of interest to communities as well as a private database for contacts made. He wrote the final script to the media experience.

Erica Sum – ODBS Liaison > Team Leader, Moodle Communications and Modifications, FAQ, Community Outreach

Erica's role of ODBS liaison essentially dissolved with shifts in team deliverables. The establishment of the Moodle site meant that new deliverables were necessary. Due to the high volume of information gained through communications with other teams, instructors, stakeholders and Moodle participation, leadership shifted to Erica who was quickest to respond to communications of concern to the team.

Communication Strategies

The class developed and enrolled a number of communication strategies for serving the different evaluative processes within the project:

- Personal/team wiki entries in Sakai ostensibly for student/instructor evaluation
- moodle for creating and developing class/community dialogue
- Team googlegroup messaging for inter-team liaison
- Individual emailing component that remained the only source for private discussion
- Team meetings to assess tasks and objectives
- Breeze Room was a later addition to the mix that would help enlist the aid of “useability consultants” within the community.

These developments particularly the Moodle, changed the dynamics of the class instrumentally from an academic project with ties to First Nation representatives to a more transparent class/community forum for disseminating the ODBS dynamic.

Relationships

Intra-team

Due to scheduling conflicts and time constraints, it was impossible for the Promotions team to meet on a regular weekly basis. Usually there were 1 or 2 members absent from meetings, if a meeting was scheduled. This made it difficult to coordinate on deliverables. Work was most effective when clear tasks that could be executed in isolation were identified and then delegated through email by the team leader. However, this meant that the team was often fragmented.

Inter-team

Face to face outreach with other teams fell very low in priority for a variety of reasons:

- Promotion team's difficulty in meeting together; intrateam connecting always took priority
- Successful communication on Moodle; class discussion was high from many class members and we were able to make our deliverables more participatory. Moodle was also preferred because communication would be recorded for other community members to read and respond to.
- Coordination of deliverables through the wiki and googledocs. Again, technology was preferred because of convenience. For example, the letters of intent were fully coordinated with ICTs after an initial meeting.
- The major shifts in roles which were documented on the team wiki led to a great deal of confusion in regards to who other students should contact. Without clear liaisons, communications became problematic. Eventually, Erica emerged organically as the team contact, but this shifted again when other deliverables that other team

members were responsible for required coordination e.g. Nira became the contact person for the letters of intent.

The lack of face to face outreach, especially our inability to attend other group meetings, was very problematic for the Promotions team. Not only did our team remain less integrated with other teams, our own lack of a regular meeting time and changes to team roles made it confusing for others to know how to best contact the team.

Another difficulty with inter-team relationships was that members were unable to maintain rapid responsiveness to emails 24/7. The general pace of communication between class members was far more rapid than the general 24-48 hours response time that is standard email etiquette. Forum discussions on the Moodle site were similarly fast paced. This expectation generated a sense of being unable to keep up. Promotions team members, and some members of other groups felt "overwhelmed" by this expectation of increased pace. However, unlike other teams, the Promotions team responded in most cases by not overextending their communication or by lowering the priority of communication. Again, it seems that the amount of time available to each team member to work on the project was a major constraint. Because the time commitment required by this course was uneven and difficult to predict, team members were not always able to adjust their schedules. This trend began to apply to intrateam communication as well.

This disconnect became extremely difficult to manage, because unlike other teams in which deliverables did not reflect an overall branding strategy, many of our deliverables did. These integrative deliverables which required the participation from all teams, not simply a coordination between two, were extremely challenging to execute. We felt we could not move ahead to brand and dictate the direction of the entire project, and yet, as an entire class, there was a lack of consensus or majority in regards to key decisions regarding what the project should be about, what would be the class' future involvement, how to consider ownership, etc. While other teams were able to finalize their deliverables, when our team finalized, those deliverables needed to be repeatedly changed which was demanding in terms of time commitment.

Recommendations for the future include restructuring the teams to ensure greater integration. This could be achieved, for example, by staggering team involvement. e.g. The first 4 weeks for Team 1 could focus on first tasks and the 2nd 4 weeks, Team 1 works on deliverables such as the digital libraries comparison. Team 2 could spend the first 4 weeks working on class deliverables, and the 2nd 4 weeks picking up where Team 1 left off. Establishing communication management may have also been helpful. Although the Promotions team suggested a more formal plan, students did not express an interest in developing one.

Reducing the size of class enrolment could also potentially improve communications and scheduling conflicts.

Course Instructors

The difficulties that the Promotions team experienced interacting with other groups were also reflected in their relationship with the instructors. Our team felt that more structure, especially in the early part of the course, would have been helpful to the Promotions team, especially regarding the difficulties in effectively promoting a program that didn't exist, save on a very abstract and fluid level. Our members were not very assertive in approaching the instructors with specific concerns. However, when concerns were raised, members of the

group felt that they were too easily dismissed, and did not receive adequate resolution. Better defined goals for the project and clearer team roles would have helped the Promotions team to become focused earlier.

The instructors of the course were well-informed and knowledgeable regarding the communities and the academic content of the course. They had established relationships with community workers that they shared with all the teams, to the benefit of the project. The direction in which they took the course was ambitious and creative. The academic content of the course was rich and highly relevant to the project. However, the Promotions team wished for greater and deeper discussion of the course readings listed in the syllabus. Graded assignments asked for little engagement with the scholarly material. Moreover, members of the Promotions team (and anecdotally member of other groups as well) were not capable of completing the assigned readings while working on their tasks for the ODBS project at the same time. Since readings were rarely discussed in class and little guidance was provided about how to apply them to the ODBS, there was little motivation to read them ahead of class.

In future offerings of the course, greater consideration could be given to the mix of theoretical and project work. If the focus is to remain on the ODBS, elements of the required readings that will not be covered could be dropped from the syllabus.

External Stakeholders

For recommendations, please read the section titled Stakeholders.

Deliverables

The deliverables of the Promotions team are listed below, with descriptions and analysis following. They reflect the current state of the ODBS project, which is closer to the initial stages of development than a usable service. The digital content, the web interface, and even what we know about the community from our surveys are ‘wire-frames’; they are principally useful as instructional tools and a starting point for more development.

The deliverables for the promotions team were:

- Moodle communications and modifications (Q&A Forum, FAQ, galleries)
- Contact Records and Database
- Aboriginal Issues i-Tea
- Mission Statement
- ODBS Information Session
- Information Pamphlet
- Posters (contest/scrapbook, ODBS Information Session)
- Media Experience
- Letters of Intent
- Banner/Logo

Given the proliferation of communication tools and the wealth of discussion the Promotions and Outreach team chose to focus its efforts on unifying the class objectives. This strategy is reflected in our efforts to clarify and create consensus regarding our ODBS mission statement, the banner development, the promotional material we packaged, as well as the Letters of Intent that were constructed as templates for potential ODBS champions.

By examining the different team deliverables such as the moodle that were created and implemented to varying degrees of class/community buy-in, the PO team assessed that a functional approach to the ODBS initiative would be the most successful and useful strategy. The team pushed to create an evolution from what ODBS originally stood for to a more streamlined, functional branding endeavour.

Moodle Communications & Modifications

The Moodle site was a top priority as it was a major component in our class' legacy to FN communities.

These deliverables served the team's objectives by providing important information to not only potential community partners, but interested community members. A copy of the FAQ, Q&A and gallery link is provided in appendix A of this document.

Deliverables within the site included:

- the creation of photo galleries to show the book making process and the class
- coordinating efforts with the Systems team to edit the appearance and text of the front page
- the creation of the Promotions forum and participation on threads
- the creation of the Question & Answer forum and responsibility for answering all questions
- writing the FAQ and editing the document according to student feedback
- notifying YICT workers of the Q&A forum

Contact Records and Database

Information, either in the form of advice or an invitation for further contact was recorded on the site wiki for privacy purposes. Prospect researchers contact info has not been recorded; those interested in speaking with prospect researchers might consider contacting the Association of Professional Researchers for Advancement <http://www.aprahome.org>

Various community members were contacted by email; all questions asked in these exchanges about the ODBS have been recorded on the Moodle as part of this team's legacy. Further contacts include respondents to the ODBS surveys who requested further information. These exchanges have been recorded in the ondemandbookservice@gmail.com account.

Kitty Gale (Big Grassy) was also contacted regarding the team's contest/scrapbook initiative. The outcome of this is now on record for future individuals working on the ODBS to note. Had Kitty responded to follow-up emails, even if she were to express disinterest, it would have been helpful to know why she did not wish to continue further with a partnership. Due to

Kitty's explanation that she believed students would be more interested in e-readers than print books, and her revelation that Big Grassy already has binding equipment, this outcome is not entirely surprising.

All emails sent over the Google Groups team emails are publicly available for viewing.

Creating deeper relationships would have been ideal, but given time constraints both in length of class and with individual schedules, this was not possible. The class focus on concrete deliverables meant that those tasks took priority over relationship building. Relationship building is time consuming and doesn't produce immediate results but it needs to be a priority for the project to be a success.

Using the database function on Moodle, a record was created for each person contacted by various groups. Most records were originally entered on the Sakai wiki in html and later migrated to the database. The database on Moodle has many advantages over the wiki. First, the Moodle site has been designated as the principal location for legacy documents. Since we hope that the project will be taken up by another iSchool class as well as by members of KO communities, the K-Net site is the most appropriate place to record contact information. The database also contains some useful functions that are not available on the wiki. Creating a new record on Moodle displays a set of standard fields for the contact. This prompts users to provide information that might not occur to them, such as a person's title within their organization. Records are also searchable on any field, and entries can be displayed in a list, with only selected fields showing. More detail can be attained by looking at a single record. The format of the records was designed to record as much standard information as possible, while also including free-text boxes to write extensive comments about the contact and their relationship to the project.

Even though the format for entries was established by the entry template, the information for contacts is quite uneven, and most are missing e-mail addresses. Hopefully the entries for the more useful contacts will be modified and more information added. In addition, it is hoped that members of the class will make entries for themselves, so that they can be contacted with questions by later participants.

Aboriginal Issues i-Tea

I-Teas are a weekly event at the Faculty of Information in which both faculty and students are encouraged to attend. As the name suggests, tea and light snacks are provided. The i-Teas usually feature a theme and a speaker.

This i-Tea was held early in the year, Feb 4th, 2009, in which Prof Nadia Caidi spoke about the ODBS system. Other FIS2125 members spoke about their experiences working with aboriginal communities in the North.

This event hopefully generated interest within the greater Faculty of Information community regarding the provision of information services to remote communities, as well as in the ODBS. Connections were made between Toronto Public Library librarian Gloria Reinbergs and students in the class.

Mission Statement

A mission statement is a statement of purpose for a company, organization or project such as the ODBS. The statement will often include information about the organization's stakeholders, the type of business that it conducts, and the values it holds. Mission statements are usually created using a collaborative process which gathers feedback from those who are involved with the organization. A mission statement is often revised numerous times once feedback is received from all involved. (Graham & Havlick, 1994)

The ODBS mission statement was created over a period of a few weeks in late February/early March. It was created using a collaborative process involving the instructors and the entire class. As a class we seemed to struggle to vision and articulate in a few sentences what ODBS was and how it could support First Nations communities. Process on the mission statement creation was presented in class by the promotions team for input a number of times and prompted some lively discussion on the Moodle site as well.

The final ODBS mission statement is as follows:

The purpose of the On-Demand Book Service (ODBS) is to support the joy of reading in rural and isolated First Nations communities within the context of learning, knowledge sharing and history recording. Using either 1) free online content via a web portal that is developed by community members, or 2) using content developed by the local community, the user can create physical copies of texts using ODBS printing and bookbinding equipment.

This statement may now need alteration as the Digital Contents team began to introduce elements of multimedia into their collection. A recommendation would be to shift the emphasis on the book binding aspect of the statement to the potential and benefits of the online portal.

ODBS Information Session

The ODBS Information Session will be an opportunity to share the class' work with community partners and Faculty of Information faculty and colleagues. The information session is scheduled for April 9th, 2009 and is a hybrid meeting consisting of both a physical location and videoconferencing for those unable to attend in person.

The event will bring together the various stakeholders involved in this partnership, including community members from the Keewatinook Okimakanak Tribal Council, Chiefs, First Nations librarians and youth workers. During the ODBS Information Session, the class will present their findings, including digital content resources, community research analysis, systems design, and promotion/outreach plans. Furthermore, our partners from KO will also be able to reflect with us on the challenges and opportunities afforded by such partnerships, lessons learnt, and potential for projects such as the ODBS and other resources/services for addressing the information needs of the First Nations communities in Northern Ontario

Extensive planning and communication was necessary in order to ensure the success of the ODBS Information Session. For the purpose of this report we have included all of the documentation related to the planning of this event including:

- Formal Invitation (Appendix C)
- Email Invitation (Appendix D)
- FI Announcement (Appendix E)

- Agenda (Appendix F)
- Poster (Appendix G)
- Guest list (Appendix H)
- Timeline (Appendix I)

Thus far, the ODBS Information Session has received RSVPs from our community partners as well as the iSchool community and is shaping up to be a success.

Information Pamphlet and Posters

The information pamphlet and the posters were outlined in the project proposal as part of the media package. They were to be part of the legacy material that our team produced. In attempting to promote a product to community stakeholders and potential investors, a media package and a branding package were equally important. Part of the branding package was to incorporate a logo, a slogan, and a mission statement, all of which were jointly and collaboratively created with the class.

The pamphlets and posters were meant to promote in a general sense what the ODBS was offering to communities. Without a definitive idea, or a product to ‘sell’, the creation of both of these items required an imagination of what the ODBS might become, and creating customizable templates that could be altered depending on the progression of the ODBS.

After preliminary discussions with the class it was clear that a general pamphlet was of interest to a number of the other teams. The design of this pamphlet was created with four ‘mock-ups’ which were displayed on the class wiki for critique. When the idea of the pamphlet was not mentioned, its importance diminished. The Promotions team might have taken the initiative to press the class for a decision, or, to go ahead and pick a design. Eventually we chose the latter, but it does not necessarily represent a ready-to-send resource.

In creating the ‘collaborabook’ pamphlet very similar issues arose. Trying to arrive at a consensus regarding the form and content was a frustrating experience. The contest/collaborabook idea was debated by the whole class, but levels of enthusiasm shifted from session to session, and Promotion team members who had spearheaded the initiative were left discouraged and unsure of how to proceed. Thus, the creation of the marketing and promotions materials took longer than anticipated. Ideas were discussed in class, and outside of class, and with community partners. In brief discussions with community partners it did not seem likely that this process would be adopted this semester. Thus, instead of holding a ‘collaborabook contest’ it was decided that our team would leave pertinent marketing materials for the next group of students to take this project on. Unfortunately this was not what was intended when the idea originated. With better planning and much earlier communication with community champions, it might have been possible to complete the ‘collaborabook’ initiative before the end of the term. Member of the Promotions team felt that discussions of this initiative were left inconclusive. Although going forward without clear consensus may have allowed for further steps to be taken, we took a cautious approach, feeling the need to gain approval from stakeholders.

The posters were created with minimal feedback from the class. The designs were posted online without critique. We intended to have some form marketing legacy so we decided to continue with the design and production, again serving as template for future

developers of the project. Three posters have been completed and printed, and the files will be given to the next group wishing to take this project on.

Media Experience

The media experience was an end of the term deliverable intended to provide those interested in the project with a general visual depiction of our project accomplishments. After negotiating with the rest of the class and the instructors our group made a quick and simple depiction of what the ODBS project is. This was initially meant to be a short film, but time constraints made us argue against this. Instead we decided to make a slide-show with verbal and text explications which would tell the story of our class and the project so far. Toward the end of the term the Promotions group had started to assert our vision and expertise, at least concerning our own deliverables. The negotiation of the media experience was a late turning point in our relationship with the project and the class.

This project ended up taking much more time than anticipated as the images provided, as well as the program used, made timing the show difficult. Recording the audio track was time consuming and as relationships changed, the script regarding Big Grassy became outdated. Upon completion, regardless of the quality of the images, the media-experience tells the story of the ODBS at a certain point in time, and is a useful legacy for both stakeholders and the next group of students.

Letters of Intent

The Letters of Intent are form letters that would be used by future ODBS advocates. They were a part of the legacy package that could be used by other parties for engaging stakeholders to the project. The letters evolved from earlier team formulations reflecting their needs as a class project and needed significant alterations to be adapted for a general legacy package. The letters were the most collaborative aspect of our groups work. Each letter was written with a particular type of audience in mind, reflecting the types of stakeholders that we had identified as potentially important to the project's success. The latest revisions are printed in appendix B of this report.

As one of the integrative deliverables, the letters became extremely time consuming. Promotions was more successful in integrating in that we were able to meet face to face with other team members during reading week.

Logo/Banner

The logo/banner was conceived as four images with accompanying text: just click [computer], just print [printer], just bind [representation of a book-binding machine], just read [a book]. This concept was encouraged and evolved with class involvement. The pamphlet was similarly conceived of in a textual format and reconfigured for different purposes. The four image concept was designed to communicate, as simply possible, the process of making a book with the ODBS. The four images tell a story. The viewer can easily follow the steps from beginning to end. If it is a viewer's first (or only) interaction with the ODBS, the essential elements are present. The four images and their related action words were later incorporated into the wire-frame mock-ups of the ODBS interface prepared by the systems team. Though

the ODBS brand and story needs further refinement, for cohesion and pervasiveness throughout the user interface, the use of the four images is the start of the process.

We have also significantly addressed some of the original criteria addressing the operating costs of the ODBS initiative and the financial/material underpinning of the project within the Q&A discussion board in which community stakeholders had informative discussions regarding costing and resource investment.

Finally, as an overall branding strategy, the Promotions team geared towards constructing a conceptual formulation for the trajectory of the ODBS project as a story, and a social mapping strategy was proposed. The key elements were the development of the banner, textual contributions to the pamphlet, adapting a letter of intent template for each group and constructing a narrative that would strategically incorporate all the team production elements and theoretical/political mandates in a metaphor that could be utilized by future ODBS champions. The final concept of a social mapping metaphor was inspired by the need to negotiate the project from a lessons learned position to a teachings demonstrated articulation. This strategy is more fully explored in the final Transformation section of the report and is an attempt to thank the many mentors who offered an inspiring community-oriented component to the ODBS initiative.

Future Recommendations

The management style of this course was unorthodox and did not adhere to classical management principles. It most closely resembled a matrix structure of management in which project members must report to both a project manager and a department supervisor. Our situation matched very closely in that Adam Fiser could be characterized as the project manager, with Prof Caidi acting as a board member at some times, and at other times, another project manager. Team leaders acted as department supervisors. However, our project lacked a great deal of centrality and holistic leadership of a project. Although each team demonstrated leadership, save the System team's implementation of the Moodle and further Moodle discussion, these initiatives were often confined to each team or at best, between two teams.

It could be helpful in the future to reevaluate the suitability of the matrix structure. "A matrix organizational pattern is... difficult to implement... it requires virtually constant monitoring to keep it running well..." (Stueart & Moran, 2007). The last point is critical. This course was not a full time job any of the students; some students had a full 4 course work load and were working. It was impossible to expect students to be able to provide constant monitoring. Our team did experience that the project worked best when the team leader was plugged into the project 24/7, as if she was "on call" for the ODBS. For example, the leader of the Systems team seemed to be always available and whenever we asked for assistance, she was able to respond within hours. However, no one on our team was able to keep up this pace consistently and our team suffered as a result because communication and connections with other teams were so limited and compromised. It is worth noting that the matrix style of organization has been adopted and rejected by various information related organizations due to "its complexity and lack of clear-cut authority lines" (Stueart & Moran, 2007).

Future recommendations would include:

- Including readings about matrix style organizations into the syllabus: what works for that type of management, what doesn't, tips, suggestions, best practices, if any
- Evaluating whether a matrix style organization is compatible and realistic for a graduate university course, considering students' and instructors' constraints on time and resources, as well as limitations of course requirements

Many management issues can be resolved by restructuring and this is an excellent way to address the confusion and frustration the teams experienced. It seemed that it was not only students who felt overwhelmed/confused by this course, but perhaps the instructors did as well.

Restructuring recommendations which were mentioned in more detail in this report include:

- Creating a stronger balance with the course's theoretical component
- Staggering team efforts
- Reducing class size
- Earlier outreach with community members
- Forming a communications strategy

Transformation

The Promotions team have paid crucial attention to the teachings of community representatives who have mentored us through teleconferencing and moodle and the literature such as the OCAP mandates. The team has also been greatly influenced by organizations like K-Net which support First Nation communities in an industrious and culturally specific manner.

As a fulfillment of the transformative process the team has been undergoing we would like to look at the ODBS in a less instrumental fashion and more as a potential catalyst for social change. As part of the evaluative report that we are submitting is a final attempt to reposition the ODBS, or a "...shifting away from an interest in [the ODBS itself] towards understanding and promoting the positive social change that can result from [it's] use the emphasis should move on the social meaning of the uses of ICT's" (Stoll et al, 2001).

The Promotions team would like to come full circle in our venture by motioning to a comprehensive marketing strategy that would align all of the teams' strategies into one visual mapping metaphor. We believe the ODBS can prove to be a very useful ICT component to K-Net and the wealth of services it currently provides. K-Net is an integral information infrastructure that bridges First Nation communities and creates a highly functional way of navigating the social landscape and community services. K-Net serves to create an explicit relationship between FN communities and the support network for those communities. ODBS is a mapping device that makes explicit connections between communities and public domain sources offering a multitude of digital material.

The mapping metaphor as a strategy relates tangentially to the struggle First Nation communities are addressing in examining land claims, treaty negotiations and resource development. There is a need for re-mapping and re-contextualizing the power dynamics within existing resources to create a more equitable environment for all. Information

infrastructure like the ODBS can prove to be a useful tool for communities that do not have the resources for libraries but have a great need for access to books and information resources.

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