

hello!

http://bit.ly/cherrylake2021

TODAY

- 1. getting to know you
- 2. recap of first two sessions
 - a. bit.ly/cherrylake2O21 will lead you to a page for each previous session
- 3. rising above the noise
- 4. clarifying our role
- 5. stakeholder wants and needs









Name ↑	Owner	Last modified
FEB 2021 - Cherry Lake / School Libraries Webinar Series 🐣	me	6:59 PM me
JAN 2021 - Cherry Lake / School Libraries Webinar Series 🚢	me	7:00 PM me
MAR 2021 - Cherry Lake / School Libraries Webinar Series	me	6:59 PM me

Q1: who's here today?

http://bit.ly/cherrylake2021 > MAR 2021

Q2:

what is one initiative you have brought to your boss that was **denied**? What was the **reason** for the denial?

where we've been in this series

you are being more adaptive and innovative than you think!



Kristin Fontichiaro, clinical associate professor of information, University of Michigan

go-getters. 77

surge capacity:

"anxiety-tainted depression mixed with ennui that I can't kick"

Haelle, Tara. 2020. "Your 'Surge Capacity' Is Depleted — It's Why You Feel Awful." <u>Elemental.medium.com</u>, Aug. 17.

Advice

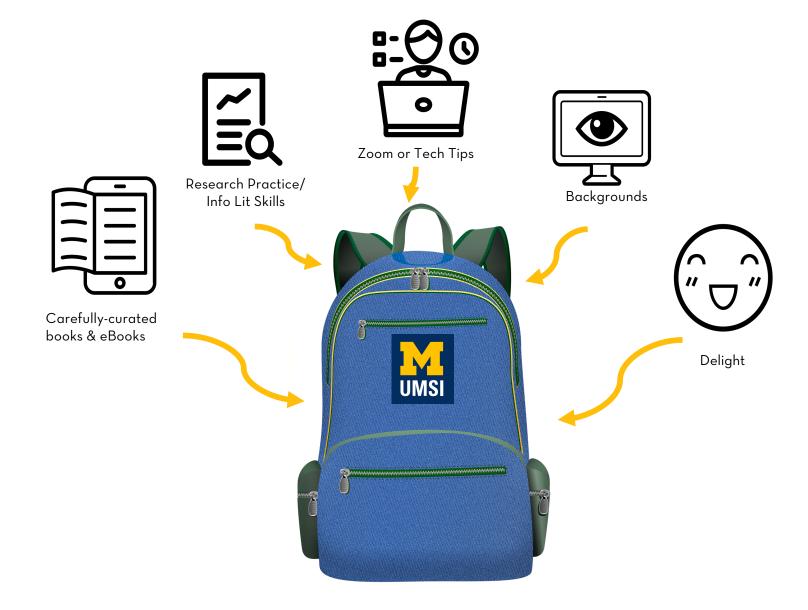
accept that life is different right now

expect less from yourself

recognize the different aspects of grief (including anger) experiment with "both-and" thinking

look for activities, new and old, that continue to fulfill you focus on maintaining and strengthening important relationships

begin slowly building your resilience bank account

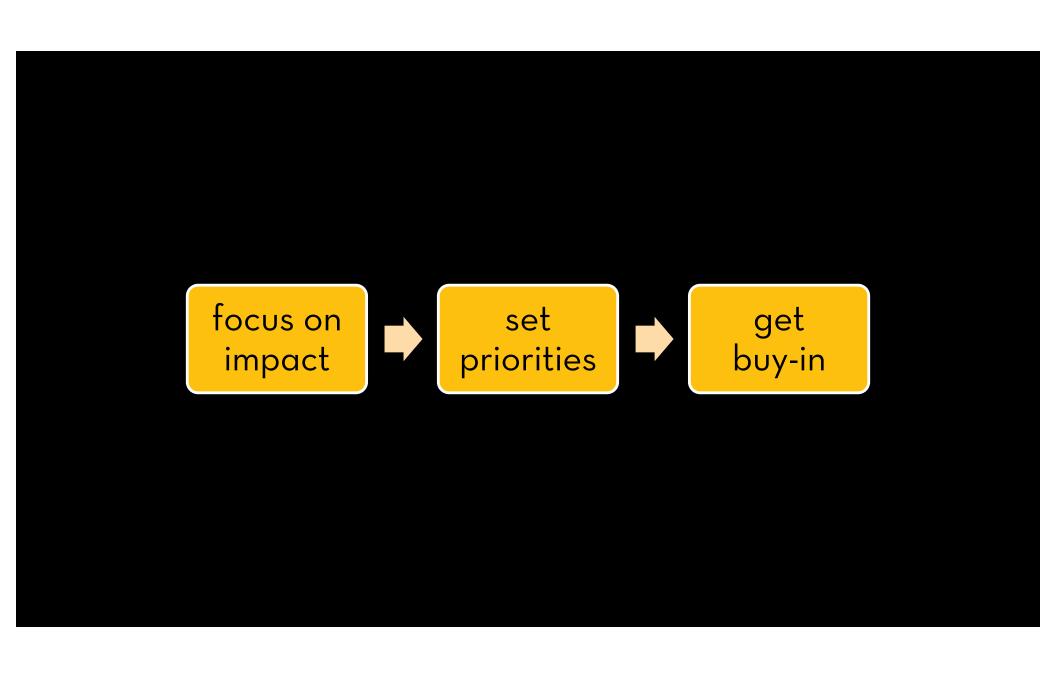


we have become so used to **defending** our right to exist that we have fallen into the habit of defining success by how busy we are.

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we should be measuring our success by the **impact we have**.

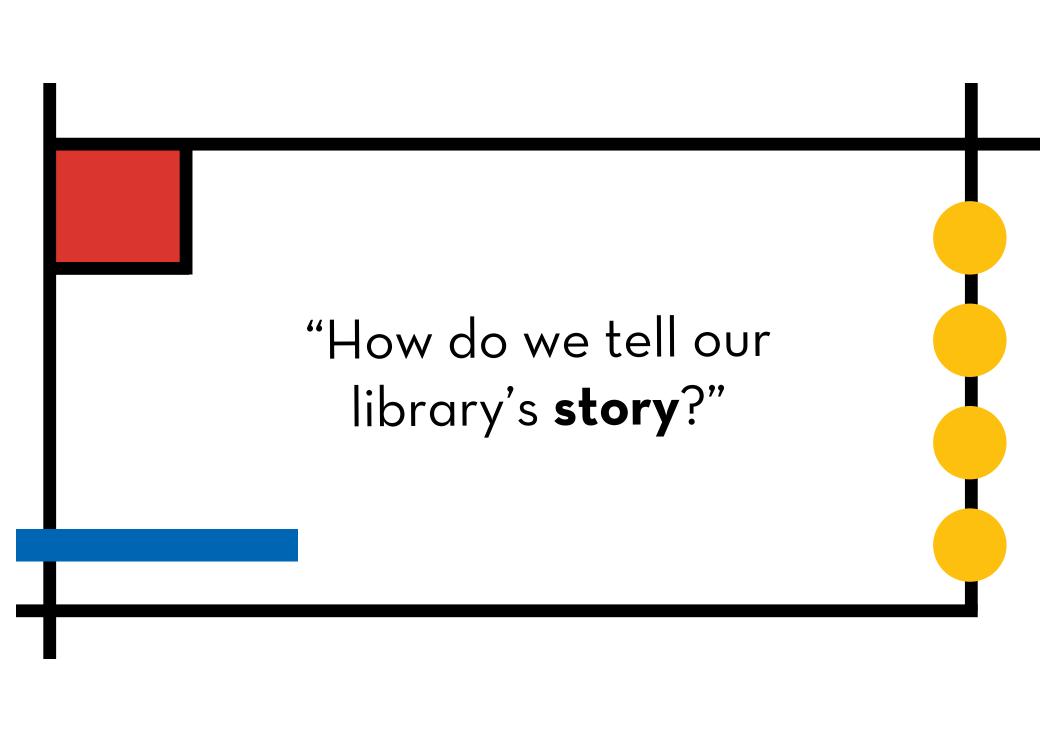




less funding

more needs

more demands



heart of the school community anchor research help makerspace book repository food pantry poetry slam auditorium geneaology support literacy coach entertainer media periodicals community living room

but really, who do people think we are?

institutions community partner instructional partner reader's advisory craft room story walk critical to academic success archive community memory social service agency connector of dots a/v studio tutor mentor

Image THROUGH WORDS

THROUGH WORDS THAT WORK

PERCEPTION IS EVERYTHING

VALERIE J. GROSS is CEO, Howard County (Md.) Library, valerie gross@hclibrary.org. She is reading Three Cups of Tea: One Man's Mission to Promote Peace . . . One School at a Time by Greg Mortenson and David Oliver Relin.

ike many of you, I represent my library system out in the community. As part of the board of directors for Leadership Howard County (Md.), I attended a retreat last fall where we were asked to introduce the person sitting next to us, and include something about their work. When Jody, my assigned instructor, asked me, "What does your organization do?" I said, "We deliver equal opportunity in education—for everyone in Howard County." Impressed, Jody spoke slowly, "Wow . . . I thought you were going to say you loan books."

Seizing the opportunity, I continued, "Yes, we loan books! That's the Self-Directed Education pillar of our educational mission. The second pillar is Research Assistance and Instruction—for individuals and groups, the third being Instructive and Enlightening Experiences—the community and cultural concepts."

Jody's respect for public libraries increased on the spot. When she introduced me, she repeated my exact words, flooring the twenty-five movers and shakers who, like Jody, had never thought that everything public libraries do is what the world values most.

Now this group holds us in a much higher regard, although they may not know why—but we do! It's a direct result of the perception created through carefully selected terms—words that work.

Perceived Value

While there's no question that our first-rate collections, e-resources, welcoming facilities, state-of-the-art technology, and outstanding customer service shape our customers' experiences, words that work engage like nothing else. It's what causes people—even if they never set foot in the library—to assign our true value to our jobs, work, and profession.

At Howard County Library (HCL), we began experimenting with the philosophy in 2001. We were ecstatic to then discover *Words that Work: It's Not What You Say, It's What People Hear* by Frank Luntz, a book that explained the reasons for our—many surprising—successes (read on), and coined the phrase, "words that work." Luntz's book also infused us with additional ideas.



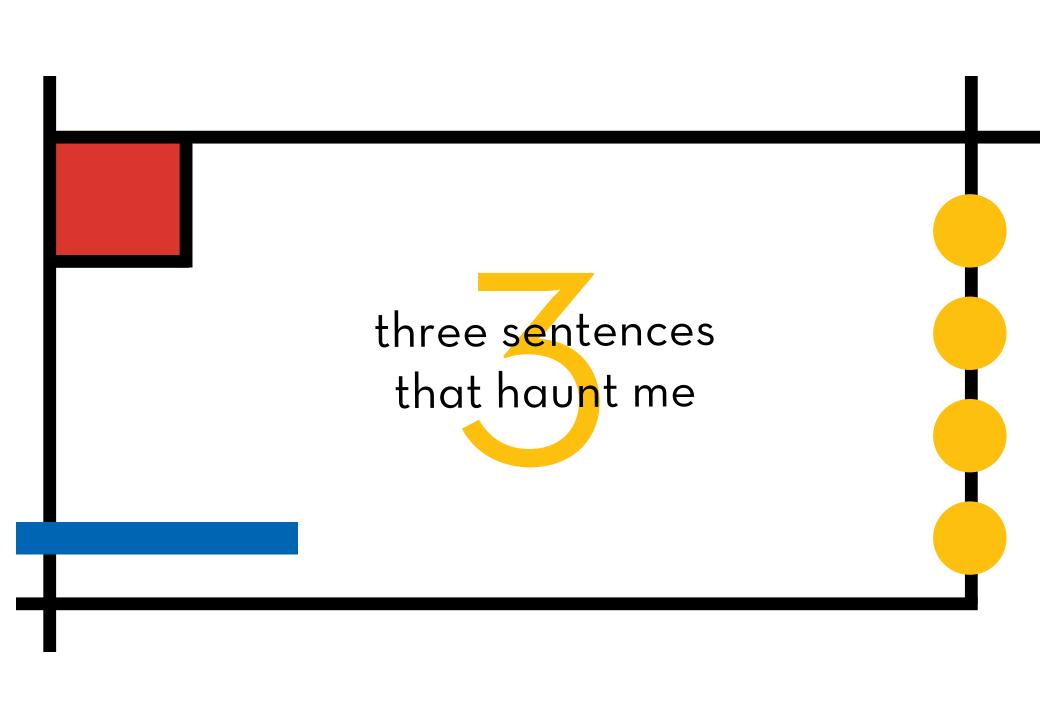
SELF-DIRECTED EDUCATION

- → Books, etc.
- → E-resources

RESEARCH ASSISTANCE & INSTRUCTION

- → Individual

 → Group
- INSTRUCTIVE & ENLIGHTENING EXPERIENCES
- ➤ Community/Cultural Center
- → Signature Initiatives
- → Partnerships

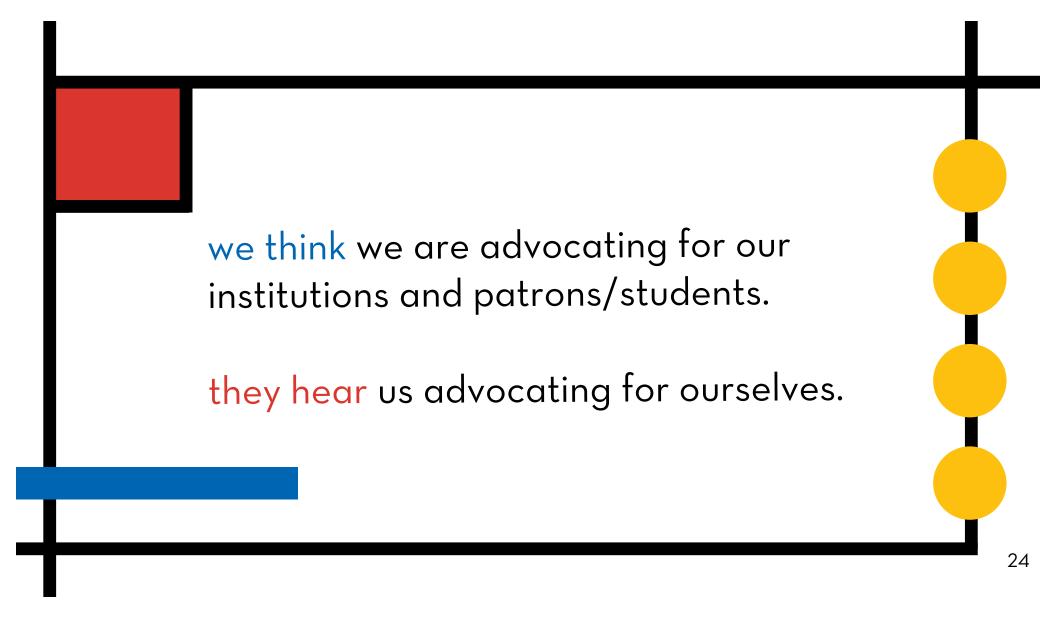


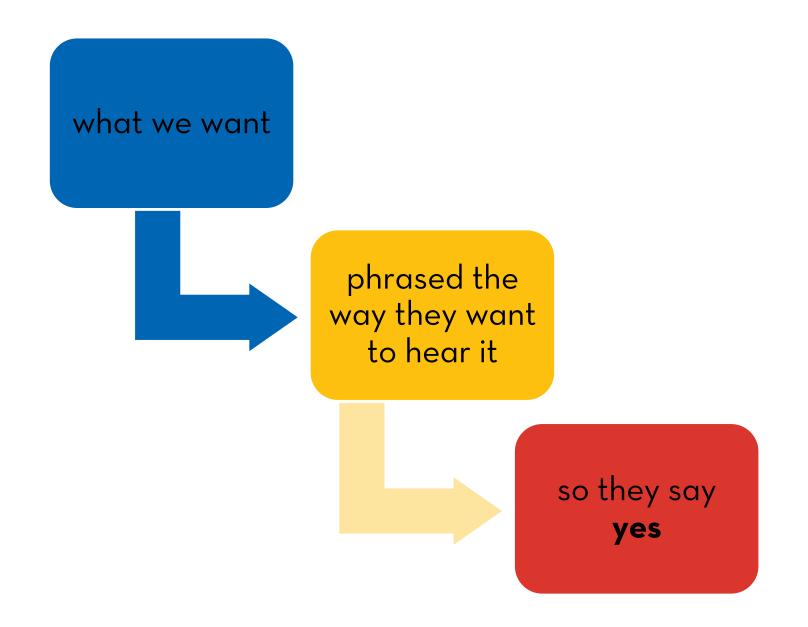
1.
"don't tell the librarians.
they're so whiny"

2.

"I don't have enough money to pay summer school teachers, and you're asking for new carpeting?"

3. "the children look so **happy**"

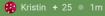




what do stakeholders **value** and want to **hear**?

"it does **no harm** to be **grateful**."

- Proverb from the Swahili Coast of Africa (h/t Johnnetta Cole)



TXLA:: Admin/Librarian Reflection

What is your biggest takeaway (or AHA moment) from this conversation? Identify your ROLE (Admin or Librarian) and then what you learned.

Time and culture of the campus are challenges to goals of a campus

Admin

We're all working to build relationships... with our students, our teachers, and our administrators.

Librarian

Librarians and administrators have similar visions because we are there for all of the students and all of the staff.

Librarians need to be utilized in the formation and implementation of the schoolwide vision.

Admin Partnership with Librarians

We are speaking the same language - growing readers/leaders.
Equipping others.

Librarians are called to their position.

How aligned we are about wanting to help close the learning gaps of our students.

Willing

Librarians are willing to help they just need to be included in the planning process.

Δlike

Librarians need to be able to enhance both learner/designer academic needs.

Both have similar goals

Librarians work with teachers and students as well as do administrative tasks such as ordering and weeding to keep collection current

Admin

Collaboration for all

Underutilized

Admin need to utilize librarians more effectively and librarians need to advocate to admin how they can impact student success. A win-win

Admin willing to support librarians in efforts to model, reinforce resources and provide PD.

Librarians want to be included and truly desire to help students, teachers and administrators in achieving the goals in place.

Librarians can support the curriculum through collaboration.

Regular Communication

Librarians and Administrators need to schedule time to "check in" regularly to make sure both are working towards shared goals and have shared expectations.

Admin

We share the same brains about teaching kids!

Both are called to service the needs of staff and students alike!!

Connect and Collaborate

Librarians can connect to all curriculum for student achievement.

Librarians can collaborate with teachers to address the gaps in student learning.

Admin and librarians have similar goals.

In order to achieve goals, admin.

willing to support librarians so they

principal

values & priorities

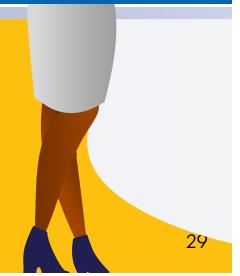
wants to hear

does not enjoy



Q3:

Fill in this table in the GDoc (http://bit.ly/cherrylake2O21 > MAR 2O21)



principal

values & priorities

staff harmony

student achievement

minimal fires to extinguish

doing maximum good with minimum budgets provided

Happy Board

wants to hear

"thank you"

"I can help with..."

"to meet our school goal of x, would me doing y be helpful?"

"how can I ease your load?"

"we could do a or b, and I recommend a"

does not enjoy

mediating between employees

being handed a big problem without solutions

when you seem like you're advocating for your library/program, not for the school/students

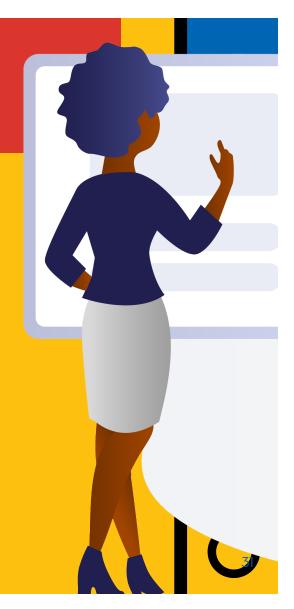
hearing they are subpar because they don't have flexible schedule



principal (you're a school librarian)

"We aren't doing libraries right. I can't carry out my program without flexible schedule."

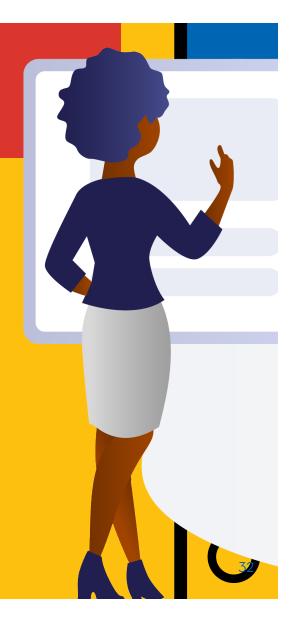
"I imagine hybrid school this year is taking a lot out of you and your staff this year. I wanted to extend an open invitation to lean on us for support. As a starting point, we could do x, y, or z, but it's most important to us that we help you with what your needs are. Can I grab 15 minutes of your time to learn more?"



principal (you're a public librarian)

"Hi – it's that time of year for us to come to your classrooms for our fun summer reading assembly! Would May 15 work?"

"We're hard at work on our summer reading program, and we've always appreciated your help getting the word out. I know test scores are a top priority for the district this year – how can we build support for you into what we do?" And then, a conversation or two later, "Great! So would May 15 work?"



board member

values & priorities

wants to hear

does not enjoy



Q4:

Fill in your perceptions here: http://bit.ly/cherrylake2O21 > MAR 2O21



board member

values & priorities

business approach

bottom line

efficiency

time management

fiscal responsibility

decorum

wants to hear

"thank you"

braggables they can share with others

well-prepared, objective ideas and solutions

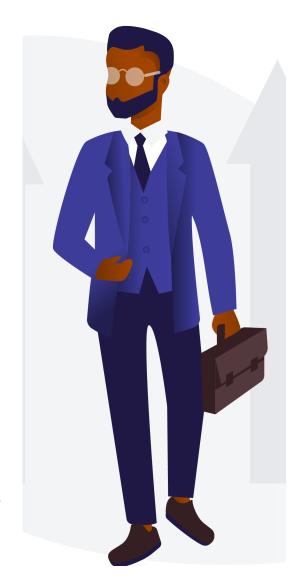
does not enjoy

public showdowns or humiliations

being told they don't possibly understand <insert library lingo>

meeting you for the first time when your job is on the line

"I have a master's degree in library science"



board member

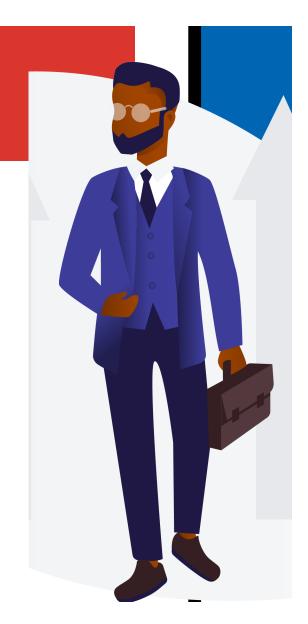
"Cutting the school library program is a short-sighted move."

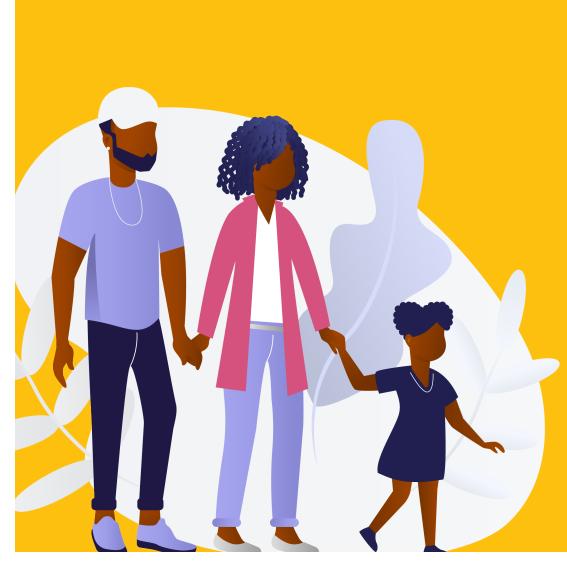
"You questioning our summer reading program just goes to show that you don't care about kids."

"I know times are tough. As I did last month, I'm here to share some of the library's ongoing efforts to prepare students for a world of misinformation / for our students to share some of their ace search strategies with you."

"I know you believe in raising great kids, and I know you have to make tough decisions ..."

"We're working on combatting misinformation with fifth graders right now ... we'd love to share a few tips with you."





understand the **larger ecosystem** beyond your library that stakeholders are juggling.

make it about **them**, not you.

focus on **relationships** vs. transactions.

never bring a problem without a **solution**.

don't wait until your job/funding is on the line to **show - not tell** - your secret skills.

pursue **impact**, not busyness.

THANK YOU!

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