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## All of the Responsibility, None of the Authority

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# All of the responsibility, none of the authority

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Innovative Users Group, San Francisco  
Continental 8  
March 15, 2016



# Overview

- Introductions
- Analyze two short video clips from TV shows
- Strategies & tactics for negotiations and difficult conversations
- Scenarios for practicing these kinds of conversations
- Translating today's workshop into action items



# About today's workshop

- This will be an **interactive** session for people who manage an acquisitions budget but don't manage the corresponding personnel who select materials (e.g. subject librarians).
  - How do you encourage appropriate collection development decisions?
  - How do you help revision collection development for long-time employees, or get others to change their workflows to be more efficient?
  - How do you encourage subject librarians to make data-driven decisions?  
Attendees will work in groups and participate in role playing scenarios to develop strategies for working with colleagues without having explicit authority over those colleagues' work.
- Most of our examples are from academic contexts, but the challenges are (hopefully) universal



# Introductions

- Erika & Rice
- All of you!



## Video 1



Adapted from <https://www.youtube.com/watch?v=77Y6CIyyBcI>

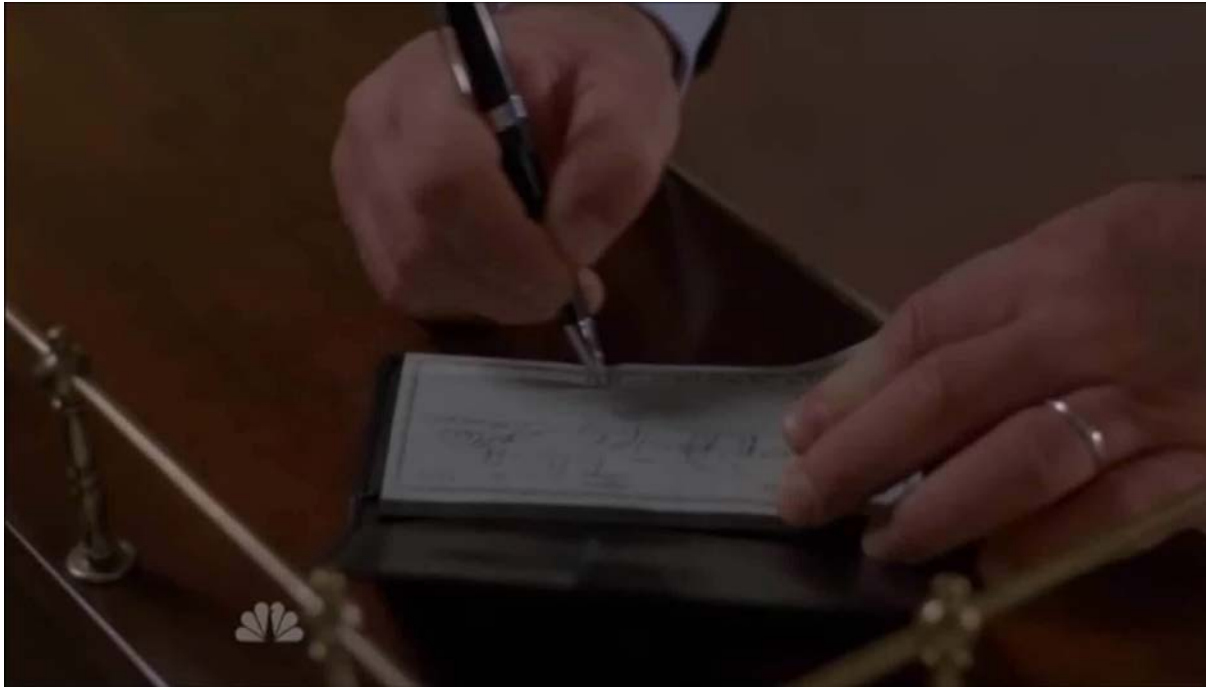


# Mad Men : “That’s what the money is for!”

- What is going on in the scene? (Get context from someone who has seen the show)
- Talk in your groups:
  - What does Don want?
  - What does Peggy want?
  - What went right?
  - What went wrong?



## Video 2



Adapted from <https://www.youtube.com/watch?v=a7-eoiY4bOo>





## 30 Rock : “Negotiating with Jack”

- What is going on in the scene? (Get context from someone who has seen the show)
- Talk in your groups:
  - What does Jack want?
  - What does Sherry (the nanny) want?
  - What went right?
  - What went wrong? (vs. what does Jack think went wrong?)



# Preparing

- Talk in your groups:
  - How do **you** prepare for a difficult conversation or negotiation?
  - What do **you** do (or not do) during a difficult conversation or negotiation?



# Strategies

1. Set context and agree to **frame** the conversation as two colleagues solving a problem together
2. **Improve** or at least not damage the relationship
3. **Understand what support you have** from administration, as applicable, to encourage or require adherence to best practices or policies
4. Consider (in advance, and from both perspectives of the negotiation) **what will happen if you do not reach agreement**, and thus how creatively you will approach negotiations



# Tactics

- Have an outline of talking points
- Remain calm and don't take things personally
- Listen more than you talk
- Acknowledge others' concerns & feelings
- When possible, solicit feedback and buy-in, give sense of empowerment to make suggestions and changes
- Don't retreat – be sure your viewpoint is also understood
- Avoid making snap decisions to give both sides time to consider the other's arguments
- Ask questions and pause
- Paraphrase to check content
- Be aware of non-verbal communication



# Working with tricky negotiators

- Recognize the tactic
- Raise the issue explicitly
- Negotiate the tactic itself
- Examples:
  - personal attacks (point out the tactic)
  - refusing to negotiate (focus on: why do they refuse?)
  - calculatedly delaying (set an objective timeline)
- Further reading: Getting to yes / Roger Fisher and William Ury



## Scenario 1: Looking for possible cancellations

1. **Veronica** (subject librarian for humanities) has been asked to look at your print and electronic journal subscription for possible cancellations.
2. **Betty** (manager of collections budget) has introduced a new initiative to evaluate subscription products based on use and cost per use whenever possible.



## Scenario 2: Save the time of the librarian?

1. **George** (subject librarian) has been purchasing books for your subject areas for over 20 years.
2. **Martha** (manager of collections budget) has been looking at ways to help the subject librarians spend less time on collection development .



## Scenario 3: Reframing the acquisitions budget

1. **Winifred** (subject librarian) has seen virtually no increases on the humanities book budget in 10 years.
2. **Albert** (manager of collections budget) is looking to increase spending for business and STEM.





## Scenario 4: Withdrawing books

1. **Ivan** (subject librarian #1) is looking forward to reviewing titles for possible withdrawal in his subject areas.
2. **Catherine** (subject librarian #2) knows that this is absolutely the wrong time to weed in her areas.
3. **Peter** (manager of collections budget) would like to set up the simplest process possible to withdraw outdated materials from the crowded stacks.



## Scenario 5: Purchasing from ILL

1. **Mr. Darcy** (subject librarian) is eager to review potential purchases based on ILL borrowing data.
2. **Mr. Bingley** (manager of collections budget) is looking for the simplest and fastest way to empower the library to buy-rather-than-borrow when that is what makes sense.



## Scenario 6: Changing what we buy?

1. **Brandy** (subject librarian) is eager to see if analyzing ILL borrowing data will confirm what she's always suspected: she hasn't been given a large enough budget to build an appropriate collection for her subject area.
2. **Monica** (manager of collections budget) has been looking at the ILL borrowing data to see what changes we should make to how we buy materials for various subject areas.



## (If time permits) Scenario 7: Reference re-adjustment

1. **Marion** (head of reference) is worried that too few print materials are going to be retained in a “reference” collection.
2. **Robin** (head of collections) is worried that too many print materials are going to be retained in a “reference” collection.



## Taking home

- What challenges or potential changes are you facing today in your library?
- How will you translate today's workshop into action items?



# Questions & Discussion

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