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All of the Responsibility, None of the Authority

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All of the responsibility, none of the authority

Rice Majors & Erika Johnson
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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