
DIMENSION I: Personal Inclusion-centered Leadership Practices Module



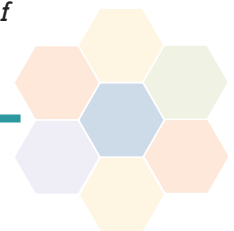
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“Get ready to get uncomfortable. Get ready to look at a different point of view, a different perspective. Get ready to think differently.”

– a *Serving Communities* library director



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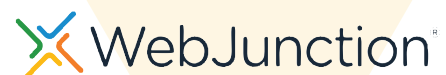
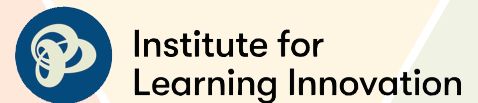
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“...Serving Communities Framework and Curriculum helped me focus on a path that serves the community best, [to improve services] to portions of the community that I am not already serving, that we could really expand our service and really incorporate services to underserved communities and people.”

— a *Serving Communities* library director



SERVING COMMUNITIES CURRICULUM

Overview

The *Serving Communities Curriculum* seeks, for you and your library staff, to:

1. enhance state, public, and county library leadership skills and competencies to intentionally plan for and provide equitable, culturally-responsive library services and resources for all members of the community with special focus on underserved community members that are not currently using the library; and
2. foster the co-development of these services and resources in partnership with government, community leaders, and organizations dedicated to addressing community issues affecting the lives of all community members.

The *Serving Communities Curriculum*, the *Serving Communities Framework*, and the *Serving Communities: A Glossary for an Inclusive Library* are the result of a two-year program funded by the Institute of Museum and Library Services (imls.gov). Together, these materials provide library directors and leadership staff with the information they need to be actively aware and purposeful in co-creating equitable culturally-responsive library services and programs with vulnerable, underserved community member groups. A focus is on presenting actionable science information that is meaningful to adult learners in the community. (These materials are online at www.webjunction.org and www.cornerstonesofscience.org.)

Actionable Science-based Community Issues

As you consider the *Serving Communities Framework*, *Serving Communities: A Glossary for an Inclusive Library* and the supporting modules, all of these materials are designed to help you be actively aware and purposeful for creating equitable access to actionable science information and services responsive to community needs, particularly to underserved communities who do not or are unable to access your library. To succeed at broadening community participation, an inclusion-centered library leader needs to also broaden their skills, attitudes and practices. This includes:

1. developing a shared language with community member groups;
2. knowing your audience and understanding their reticence to the library and their distrust of “science;” and

3. even within the library’s financial and staff constraints, through partnerships, willingness and interest, prioritizing equitable access to actionable science information and services that are relevant and needed by community member groups.

*“The **Framework** is a self-assessment tool. You are able to determine where you are and chart a path for personal improvements.”*

– a *Serving Communities* library director

Serving Communities Framework for Library Directors

The *Serving Communities Framework* for library directors is a resource for state, public, and county library directors and leadership staff. It supports your work to:

1. determine your current inclusion-centered attitudes and practices;
2. visualize your aspirations for yourselves (as inclusion-centered leaders), your library, and your community; and
3. develop your path forward for creating a more inclusion-centered library.

The *Serving Communities Framework* identifies the skills and competencies that library directors need to create a library that is responsive to community well-being (especially for people that are underserved). Library leaders need to be confident and have the skills to build a coalition of community members that is able to co-create actionable science-based programs and services for adult learners that are relevant and needed by them.

Supporting the *Serving Communities Framework* are five modules designed to enhanced your inclusion-centered skills, attitudes, and practices. They include:

Module 1: Personal Inclusion-centered Leadership Practices Module

Module 2: Inclusion-centered Leadership Practices in Library Organizational Culture Module

Module 3: Inclusion-centered Leadership Practices in Building Community Partnerships Module

Module 4: Inclusion-centered Leadership Practices in Community Member Experiences Module: Actionable Science Information for Adult Learners

Module 5: Creating a Shared Language Module: Putting the Glossary for an Inclusive Library into Action

SERVING COMMUNITIES

A FRAMEWORK FOR INCLUSION-CENTERED LIBRARY LEADERSHIP DEVELOPMENT



INTRODUCTION

Using the Personal Inclusion-centered Leadership Practices Module

This module is for you, as library directors, and your leadership staff that are interested in engaging adults in actionable science information and services that address community issues. The information will assist you in discovering, reflecting, and taking action on how to:

1. enhance inclusion-centered leadership skills, practices, and attitudes;
2. identify and understand the roots of your leadership style and daily operational decision-making;
3. identify and draw on your lived experiences and what those connections are to the community you serve; and,
4. explore your sphere of influence as a library leader.

“Inclusion-centered leadership requires intentional internal organization practices that result in the delivery of library programs and services to all members of a community. Library leadership integrates their lived experiences and sphere of influence to make operational decisions that produces equitable access to library resources for all.”

The module is centered on three themes:

THEME 1

REFLECTIVE PRACTICE: Understanding Your Actions to Understand the Actions of Others

The ***Benchmarking Your Personal Inclusion-centered Leadership Practices Worksheet*** (page 12) is designed to help familiarize you with the ***Serving Communities Framework***. You will become aware of how inclusion-centered your leadership attitudes and practices currently are. It will identify a competency and provide strategies to deepen your leadership styles and decision-making.

THEME 2

INTERSECTIONALITY: Your Personal Interconnectedness With Your Community

The ***Identifying Your Power, Privilege, and Personal Interconnectedness to Your Community Worksheet*** (page 16) allows you to reflect on your individual identities and consider the level of interconnectedness with the people you serve. It allows you to also assess possible reasons why there are those you don't serve in your library.

THEME 3

Where Do You Have and Use Power?

The ***Activating Your Sphere of Influence Worksheet*** (page 21) allows you to explore factors that contribute to the specific areas in which you wield influence and how to positively use your sphere of influence on a daily basis.

Limited Time

A common refrain by library directors is that there is limited time to explore these issues due to the many internal and external forces they experience each day. However, not investing time on issues of equity and inclusion, at both the individual and organizational level, is contrary to the mission and values of public libraries. If you only have time to focus on one theme within the ***Personal Inclusion-centered Leadership Practices Module***, we recommend that you:

1. Review the tables on the next three pages that describe three sets of competencies.
2. Review and complete ***Benchmarking your Personal Inclusion-centered Leadership Practices Worksheet*** on pages 12-14.

DIMENSION I

Personal Inclusion-centered Leadership Practices Module

FOCUS: The lived experience, personal beliefs, interests, and biases that motivate and inform you, the library leader, influencing your decisions as you create and sustain library programming, services, and policies. These factors might improve or limit accessibility and inclusivity of community members depending on you and the community you serve.

“Learn to be quiet enough to hear the genuine in yourself, so that you can hear it in others.”

— Marian Wright Edelman

Dimension I, Competency 1 VALUE DIVERSITY, EQUITY, INCLUSION, AND ACCESS

1. AWARE		INTENTIONAL		DEMONSTRATING			
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators		
<p>1. Recognize and acknowledge the effects of personal beliefs, language, and behaviors on conscious and unconscious racism and other bias in personal and library-related decisions.</p>	<ul style="list-style-type: none"> • Understand, acknowledge, and address how values, attitudes, language, and behaviors impact community and library leadership. • Demonstrate the interest and will to improve the library experience for all. • Are aware of personal feelings of discomfort, defensiveness, and/or reticence when talking about racial and other inequities, and you understand where those feelings come from. 	<p>1. Create a vision for inclusive personal leadership and management focused on building equitable services for those in underserved communities.</p>	<ul style="list-style-type: none"> • Commit to developing a personal and professional vision for inclusive leadership, demonstrating shared beliefs, understanding, and language to use for internal and external communication. • Commit to implementing a long-term personal leadership strategy to build a more inclusive culture in the library. • Regularly discuss issues tied to racism and other bias, inclusion, and equity with staff, board, friends groups, and others. 	<p>1. Leverage your personal sphere of influence in the advancement, access and co-development of culturally responsive information and services for science-based community issues.</p>	<ul style="list-style-type: none"> • Model and promote shared understanding, beliefs, and language that demonstrates respect for all community members. • Value racial, ethnic, and cultural differences within library staff and services, and demonstrate the value of diversity to the organization. • Personally leverage your sphere of influence and advance access and co-development of culturally responsive information and services to science-based community information and services. • Identify instances of how the library is not serving all people in the community equitably, and work with community members to improve library policies, programs, and services. 		
1	→ 2	→ 3	→ 4	→ 5	→ 6 → 7	→ 8	→ 9

Dimension I, Competency 2

USE COMMUNITY MEMBER CONTRIBUTIONS IN LEADERSHIP DECISIONS

2. AWARE		INTENTIONAL		DEMONSTRATING			
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators		
<p>2. Recognize and acknowledge the experiences of underserved populations within the community.</p>	<ul style="list-style-type: none"> • <i>Are aware of the value of serving all members of the community</i>, and believe that there are worthwhile partnership and investment opportunities to be had with various groups. • <i>Are aware of the need to engage with community DEIA administrators</i> and other community organizations and individual members to understand how the library leadership style and decisions impact communities that are underserved from the library's services. • <i>Are aware of your government's</i> commitment to inclusion, equity, and community well-being. 	<p>2. Create relationships and dialogue with underserved populations and the community organizations serving them in order to better meet their needs.</p>	<ul style="list-style-type: none"> • <i>Engage outside the library</i> with underserved populations and organizations serving them to understand their needs. • <i>Recognize and speak about race</i> and other disparities with community leaders, administrators, and government. • <i>Recognize and prioritize the needs of underserved populations</i> within the community. • <i>Influence and contribute to equitable and responsive services</i> within government and community organizations. 	<p>2. Partner with diverse community member groups in shaping library practices and vision.</p>	<ul style="list-style-type: none"> • <i>Your library practices reflect user feedback and contributions</i> provided by underserved populations and the organizations that serve them. • <i>Report back</i> to underserved populations and the organizations that serve them to demonstrate how their feedback has been used to broaden leadership vision and increase community well-being. • <i>Demonstrate flexibility in leadership</i> style and leadership models to adapt to the needs, practices, and circumstances of diverse community partners. 		
1	→ 2	→ 3	→ 4	→ 5	→ 6 → 7	→ 8	→ 9

*“I know that some library directors have EDI training, and have a lot of experience in this field. There is a lot to consider, and that’s just what I liked about the **Serving Communities** approach. There was so much self reflection and introspective work.”*
 – a **Serving Communities** library director

Dimension I, Competency 3
USE SPHERE OF INFLUENCE TO ADVOCATE FOR COMMUNITY MEMBER
CO-DEVELOPMENT OF LIBRARY ACTIONABLE SCIENCE-BASED PROGRAMS AND SERVICES

3.								
AWARE		INTENTIONAL		DEMONSTRATING				
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators			
<p>3. Recognize the potential for underserved populations to be disproportionately impacted by science-based community issues.</p>	<ul style="list-style-type: none"> • Are aware of critical science-based community issues directly affecting underserved populations in your community, and are interested in understanding what the impacted communities want and need to address the issue. • Are aware of what the library is or is not doing to provide access to services and information regarding science-based community issues. • Are aware of what local government and community organizations are or are not doing to provide access to services and information regarding science-based community issues. 	<p>3. Create a strategy for engaging in science-based community issues with the populations affected by those issues.</p>	<ul style="list-style-type: none"> • Seek guidance and advice from diverse community members regarding science-based community issues and priorities. • Invite the individuals most affected by science-based community issues to discuss the services, information, and responses they want and need. • Create a plan articulating your sphere of influence and agency in addressing science-based community issues, and assesses support required from government and community organizations. 	<p>3. Partner with diverse communities in advancing science-based community issues through advocacy, practice, and co-ownership.</p>	<ul style="list-style-type: none"> • Work with community partners and local government to address science-based community issues. • Uses feedback from all community members to create services and programs focused on science-based community issues. • Leverages your sphere of influence to advocate for library engagement in science-based community issues. • Invite diverse community members to evaluate and advise on the library’s services related to science-based community issues. 			
1	2	3	4	5	6	7	8	9

“*In order to understand others and learn about them, we must first understand ourselves.*”

— Nicole Cooke, University of South Carolina



Personal Inclusion-centered Leadership Practices Module

THEMES and WORKSHEETS



“*‘Leadership’ is a concept we often resist. It seems immodest, even self-aggrandizing, to think of ourselves as leaders. But if it is true that we are made for community, then leadership is everyone’s vocation, and it can be an evasion to insist that is not. When we live in the close-knit ecosystem called community, everyone follows and everyone leads.*”

— Parker J. Palmer, “Leading From Within” (Chapter V of *Let Your Life Speak*)

THEME 1

REFLECTIVE PRACTICE: Understanding Your Actions to Understand the Actions of Others

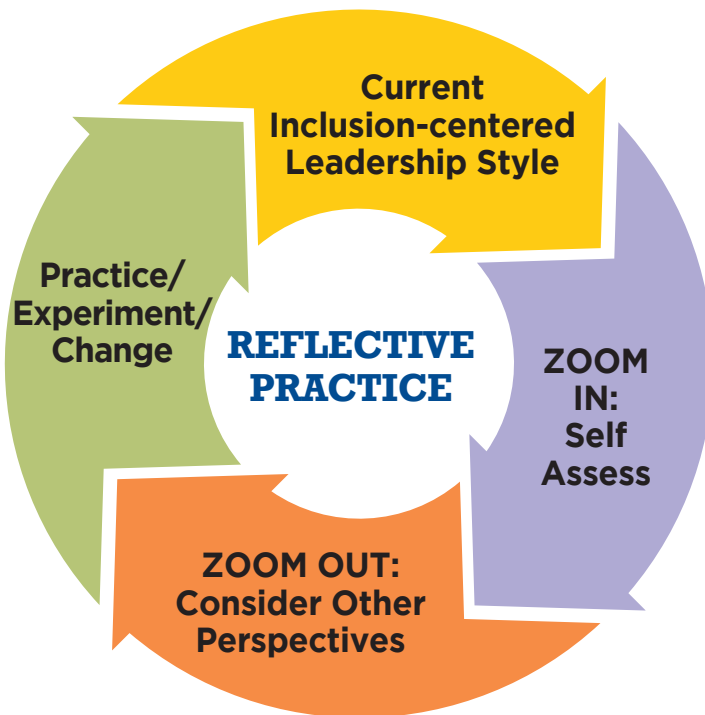
“Reflective practice describes the inward activity that is performed in an outward fashion during dialogue with staff and community partners and all members that live in the community. One questions oneself, and through the process of understanding one’s actions, one is able to develop a theory of actions ... In this process, one can become more sensitive to one’s own reasons for action, while developing the ability to understand the actions of others.”

— Swanson, 2010

The Process of Reflective Practice: A Critical Tool for Inclusion-centered Leadership

Reflective practice causes someone to focus on a leadership action (e.g., how it is performed, how it is received by others, understanding your reason for that action while understanding the actions of others and finally, your intention going forward – change, no change).

This graphic highlights the steps of learning about what we have done, and gives us the intentional steps of this practice.



Why is this important?

Library directors have a myriad of issues that need to be addressed, activities that need to be performed, and decisions that need to be made. Often, we are not intentional. Rather, we are reactive. It can be easy to become too focused on your work within a situation.

To be an inclusion-centered leader is to be intentional. To be intentional is to understand your leadership actions while understanding the actions of others. Reflective practice allows you to **Zoom In** on your leadership actions, and **Zoom Out** to look at the bigger picture. We all have a little voice inside our heads which reminds us of all the things we could have done differently in certain situations. Reflecting on an experience can help to put this voice to use as we learn from what we have done and move forward.

We all make assumptions about people and situations. Taking a step back and reflecting can help to challenge some of these assumptions and see things from a new perspective. It is also critical to your inclusion-centered leadership practice that you are aware of the fact that the staff, colleagues, and the community partners and members you work with are also operating and making decisions from assumptions. The quicker you understand everyone’s actions, the quicker you can come to consensus.

Library directors are constantly striving to further develop their librarianship, skills, and competencies. Training can be expensive. A simple, productive and cost-effective way for self-improvement, both personally and professionally, is to undertake reflections to help you think about areas that you can work on as well as what you are doing well.

WORKSHEET 1

Benchmarking Your Personal Inclusion-centered Leadership Practices

Objectives

- Become familiar with the *Serving Communities: a Framework for Inclusion-centered Library Leadership Development*.
- Assess your current inclusion-centered library leadership practices. Identify desired changes
- Create a Reflective Practice routine.

What You Need

- A hard copy of the *Serving Communities Framework*
- A pen with your favorite color ink
- Find the place where you do your best thinking and reflection with no interruptions
- Be honest

Time

120 minutes

Discover

Begin to familiarize yourself with the *Serving Communities Framework*.

The *Framework* is designed to benchmark key library director and leadership attitudes and practices. Review the Dimension 1 tables on **pages 7-9**.

Familiarize yourself with each of the four Dimensions of the *Serving Communities Framework*. They include:
DIMENSION I: Personal Inclusion-centered Leadership Practices Module

DIMENSION II: Inclusion-centered Leadership Practices in Library Organizational Culture Module

DIMENSION III: Inclusion-centered Leadership Practices in Building Community Partnerships Module

DIMENSION IV: Inclusion-centered Leadership Practices in Community Member Experiences Module

Within each **Dimension**, there are three core **Competency Stages** that describe the level of competency and indicators that are considered essential to creating an inclusion-centered library culture and service. These are the **Attitudes and Practices** that a library director and/or leadership team uses to make decisions. Each leader has varying Attitudes and Practices. This leadership spectrum is captured in the following ways:

AWARE: Recognize and understand ways to identify how equitable and inclusive library leadership practices are currently implemented, such as strengths and gaps in leadership skills in library culture and services.

INTENTIONAL: Intentionally require a deliberate approach that addresses gaps or strengthens equitable services, library culture, and engagement with community partners and people that live in the community.

DEMONSTRATING: Use your leadership skills to model and partner with library staff, community organizations, government, and people that live in the community to create responsive programs and services that provide actionable science information.

As you read through these Attitudes and Practices, there are **Indicators**. These are descriptors to help you describe and visualize the results/outcomes of your current and aspirational inclusive-centered leadership Attitudes and Practices.

Across the bottom of each Dimension, there is a **1-9 Proficiency Scale** of each set of Attitudes and Practices. These numbers represent the range of leadership confidence and abilities.

DIMENSION I						
Personal Inclusion-centered Leadership Practices Module						
<p>FOCUS: The lived experience, personal beliefs, interests, and biases that motivate and inform you, the library leader, influencing your decisions as you create and sustain library programming, services, and policies. These factors might improve or limit accessibility and inclusivity of community members depending on you and the community you serve.</p> <p><i>"Learn to be quiet enough to hear the genuine in yourself, so that you can hear it in others."</i> —Marian Wright Edelman</p> <p>Dimension I, Competency 1 VALUE DIVERSITY, EQUITY, INCLUSION, AND ACCESS</p>						
1.	AWARE		INTENTIONAL		DEMONSTRATING	
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	
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<p>1 → 2 → 3 → 4 → 5 → 6 → 7 → 8 → 9</p>						

Instructions

STEP 1

To determine current status for each DIMENSION:

For each of the three Attitudes and Practices (rows), place a circle around the number in the continuum that best represents the current level in the development of sustainable library leadership inclusive-centered practices.

STEP 2

To determine aspirations and pathways forward with each DIMENSION:

For each of the three Attitudes and Practices (rows), place a triangle around the number in the continuum that best represents the **aspirational goal** in the development of sustainable library leadership inclusive-centered practices.

CURRENT: Reflect on the emerging patterns. Within each **Dimension, Competency** and specific **Indicator**, identify your strongest inclusion-centered leadership attitudes and practices. In what areas do you consider your current inclusion-centered leadership attitudes and practices are not as strong?

Dimension I	Current Dimension	Current Competency
Strong Indicator		
Not as Strong an Indicator		

ASPIRATIONAL: Reflect on the emerging patterns. Within each **Dimension, Competency** and specific **Indicator**, identify your weakest inclusion-centered leadership attitudes and practices. In what areas do you consider your inclusion-centered leadership attitudes and practices as unattainable?

Dimension I	Aspirational Dimension	Aspirational Competency
Achievable Indicator		
Difficult to Achieve Indicator		

Reflect

STEP 3

Choose one current and aspirational Dimension and Proficiency level that most interests you and that you believe is achievable.

STEP 4

Use the worksheet on the next page to help you identify the steps that will allow you to move a current inclusion-centered leadership practice and attitude to the next level.

WORKSHEET

Dimension I: Personal Inclusion-centered Leadership Practices Module

Current Proficiency:

Aspirational Goal Proficiency:

Describe what you learned and what you would like to change:

So that:

(Describe the benefit for you, your staff or organization, and your community.)

Measurable Result:

(Describe how your approach will change. What are the results of this change? How will these changes be evident to others in your library?)

Action Steps:

Identify 1-3 actions you will take over the next 6 months to achieve the measurable results.

1.

2.

3.

What support will you require, and from whom?

ACT

Action 1: Implement actions on the steps outlined on this *Personal Inclusion-centered Leadership Practice Development Worksheet*.

Action 2: Make Reflective Practice a weekly 15-minute operational decision using the *Serving Communities Framework* as a guide to address one inclusion-centered leadership question, issue, or situation.

THEME 2

INTERSECTIONALITY:

Ways You Are Interconnected With Your Community

Intersectionality is described as:

“Every individual possesses multiple identities and these identities comprise a whole and multi-faceted person. Each identity is representative of how each person experiences life in society. Each person has different and valid experiences, but the rights certain groups experience may not be equivalent to the rights experienced (or not experienced) by other groups.” – Cooke, 2019

Understanding intersectionality is crucial to the foundation of inclusion-centered leadership. Intersectionality is not simply the presence of our personal identities. It refers to the reality that our multiple identities compound on each other creating overlapping and interdependent systems of power and privilege and/ or discrimination and disadvantage. These personal identities also become the basis of our inherent biases that frames how we: make operational decisions; place values and allocate limited library resources; ultimately, how we lead, whether or not we are conscious of it. Here is why leading with intentionality and purpose is important as our decisions may lead to intentional/unintentional decisions that may be harmful to the constituents we serve. For example:

- A library director or staff member says inclusion and equitable access to programs and services is important but does not collaborate or co-develop them specifically for and by underserved constituents. Library staff may presume they know what cultural and ethnic groups of their community want or need.
- Library board members question the need for all-gender bathrooms.
- Circulation or reference staff, in geographies with high percentages of Spanish speakers, don't speak Spanish.

Discover

Intersectionality is a great tool to become aware of and understand:

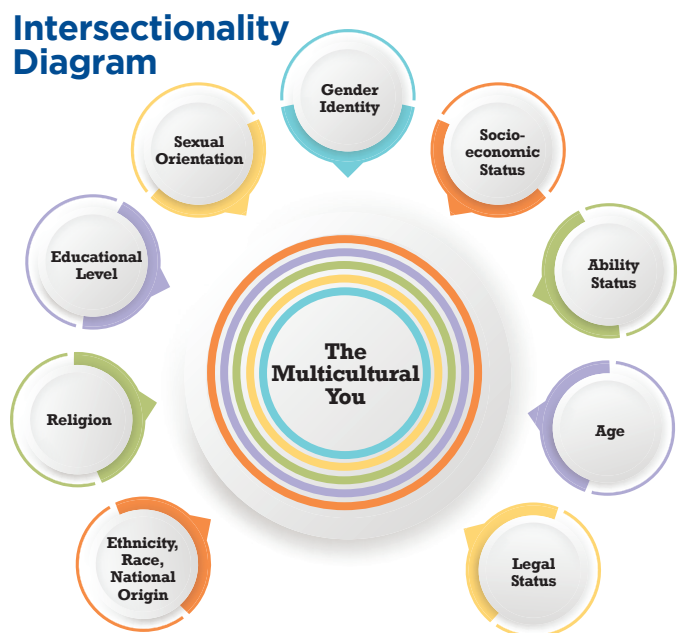
1. how you use your power and privilege;
2. the complexities and hidden motivations of your leadership practices and operational decision-making; and,
3. your shared experiences and connections by which you can build broad-based partnerships.

Key tenets of intersectionality include:

1. Human lives cannot be explained by taking into account single categories.
2. Relationships and power dynamics between social locations and processes (e.g., racism, classism, heterosexism, ableism, ageism, sexism) are linked.
3. People can experience privilege and oppression simultaneously. This depends on what situation or specific context they are in within your life or the lives of others.
4. Multi-level analyses that link individual experiences to broader structures and systems are crucial for revealing how power relations are shaped and experienced.
5. When taking an intersectional approach, we must consider our social position, role, and power.

6. Intersectionality is explicitly oriented towards transformation, building coalitions among different groups, and working towards social justice (Rollfs 2022).

Looking at this diagram, you can see that each individual possesses multiple identities.



From Nicole Cooke (2019). Information Service To Diverse Populations: Developing Culturally Competent Library Professionals.

Each of these circles represent the multiple identities that every library leader possesses and is rooted in how we were socialized. They determine the dynamics of power and privilege. By becoming aware and reflecting on how you promote or push down certain identities, you will become sensitive to the attitudes and practices for how and why you lead in the current manner. This reflection will also allow you to consider your own beliefs while beginning to understand the actions of others.

Reflect

Self-reflection of one's own intersectionality is an opportunity for you to reflect on your individual identities and consider how your own cultures and beliefs are similar to and different from that of the people you serve and work with. When completing the worksheet on the next page, dig deep beyond cursory labels such as wife, son, librarian, and the like. Instead, challenge the thinking about the core of who you are.

WORKSHEET 2

CIRCLES ACTIVITY: Identifying Your Power, Privilege, and Personal Interconnectedness to Your Community

Worksheet adapted from *Circles of My Multicultural Self* (Gorski 2020)

Objectives

- Understand the multiple dimensions of your identity and where your experiences of marginalization, power, and privilege occur or occurred in your life and how you use this information in your leadership attitudes, practices, and behaviors.
- Address the relationships between your desires to self-define your identity and the social constructions that label us regardless of how we define ourselves.
- Integrate reflective practice in operational decision-making.

What You Need

- A copy of the *Intersectionality “Circles” Activity Worksheet (page 17)*
- Review the *Instructions of the Circles Activity*
- Your favorite pen
- Find a place where you do your best thinking with no interruptions

Time

120 minutes



Instructions

STEP 1

Place your name in the center circle of the structure on the next page.

STEP 2

Write an important aspect of your identity in each of the satellite circles — an identifier or descriptor that you feel is important in defining you. This can include anything: Asian American, female, mother, athlete, educator, Taoist, scientist, or any descriptor with which you identify.

STEP 3

Add more circles, other shapes and connectors to the original graphic and change their sizes to reflect importance and so forth as you critically reflect on the various components of your individual identity. Such as:



Represents library director identity



Size of circle represents how you prioritize your identities in terms of more or less within your position as library director



Experiences that affect an identity(ies)



Environment (out of your control) that affect an identity(ies)



Stereotypes that affect an identity(ies)

STEP 4

Above each circle, place the letter abbreviations to describe your personal experiences within that identity:

D — I Have Been Discriminated

M — I Have Been Marginalized

Po — I Have Power

Pr — I Have Privilege

S — I Have Been Stereotyped

Act

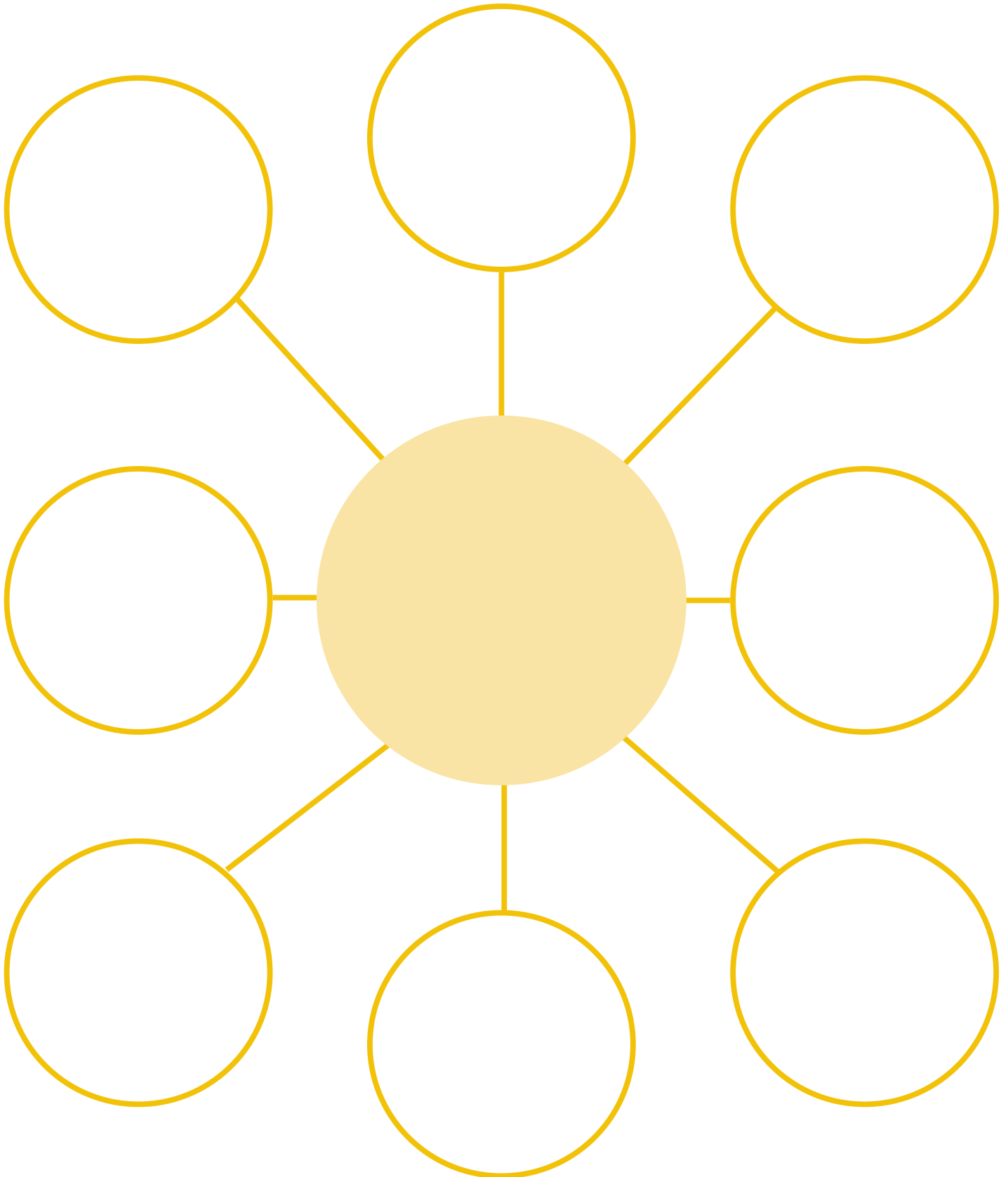
Action 1: Based on the identity map you drew and your answers to the questions above, complete the following stereotype statement:

“I am (a/an) _____, but I am NOT (a/an) _____.”

Action 2: Based on the sentence in Action 1, identify community member groups that you could broaden library relationships with that share similar experiences and/or connections as yourself.

INTERSECTIONALITY “CIRCLES” ACTIVITY WORKSHEET

Worksheet adapted from *Circles of My Multicultural Self* (Gorski 2020)



THEME 3

Where Do You Have and Use Power and Privilege?

For library leaders, understanding your power and privilege (as you highlighted in **Worksheet 2 – The Circles Activity**) is crucial to your inclusion-centered leadership skills, attitudes, and practices. Understanding your privilege and power is the key to how you use or leverage your sphere of influence.

Privilege is defined as a right or advantage gained by birth, social position, effort, or concession — advantages and benefits that individuals receive because of social groups they are perceived to be a part of.

Power is defined as the ability to influence and make decisions that impact others.

As you identified your multiple identities in Worksheet 2, you also became aware of the level of power and privilege each identity carries. Please take a few moments to review this Power and Privilege Wheel.

Let's First Explore PRIVILEGE

STEP 1

Using the wheel in the accompanying graphic (a full-sized version can be found on **page 20**), place a circle in each segment where you see your identities. Are your identities toward the center, bringing power, or toward the outside, where you experience marginalization?

Answer: _____

STEP 2

Now consider members of your community that are not actively using your library. Using the wheel, choose a few key segments that correspond to these populations. How close are they to the center?

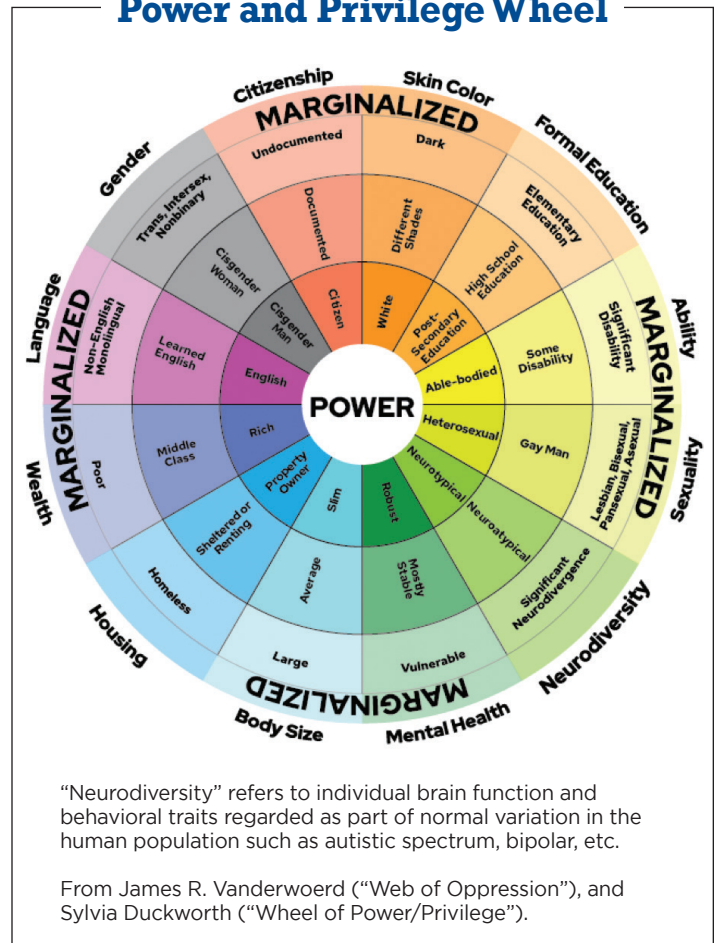
Answer: _____

STEP 3

From your answers in Step 2, identify one to explore further that will help you appropriately judge and use your power for good.

Answer: _____

Power and Privilege Wheel



With PRIVILEGE Comes POWER

Your identities also come invested with degrees of power. For instance, a library director has power to hire and fire employees, and has to decide how to use that power to promote their goals without stifling employee spirit. A library director also has power over which groups receive library service and which do not. However, the library director may have (or perceive they have) less power when meeting with the Board of Trustees or the City Council.



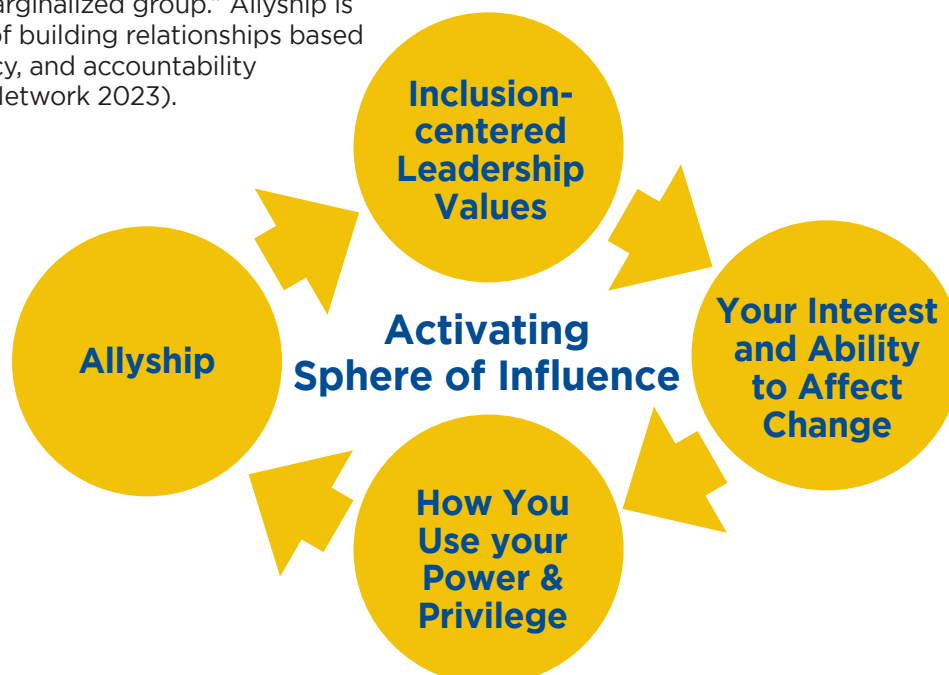
There are several factors that contribute to the specific areas in which you wield any influence. These factors include:

1. your inclusion-centered leadership values;
2. the power and privilege you hold as perceived by you and others;
3. your interest and ability to build and use your influence, created by you and your position, with staff, local government, community partners and members that collectively can affect change; and,
4. developing allyship using your privilege and power to accomplish shared goals.

Key words and phrases that, as a library leader, should be a part of your daily decision-making process:

Sphere of Influence is the ability to positively influence the beliefs and behaviors of others and is fundamental to the success of your leadership. You will each naturally have certain areas in which your influence will be stronger than others. Your “sphere of influence” contains all that you are able to affect but not directly control, including the actions of some people and systems you operate with. Effective leaders are careful to build influence with trusted colleagues and direct reports in order to successfully implement their vision. Understanding your sphere of influence is derived from the importance of the relationships you have with your team as well as potentially have (because of the position you hold) towards your collective success. It is about using your position of authority to inspire passion and drive in others to achieve shared objectives and goals.

Allyship is defined as “an active, consistent practice of unlearning and re-evaluating, in which a person in a position of privilege and power seeks to operate in solidarity with a marginalized group.” Allyship is a lifelong process of building relationships based on trust, consistency, and accountability (Anti-Oppression Network 2023).



Discover

Outlined in the graphic below are the intentional steps and considerations you as a library leader need to take to positively and intentionally activate and sustain your sphere of influence. Consider the following questions:

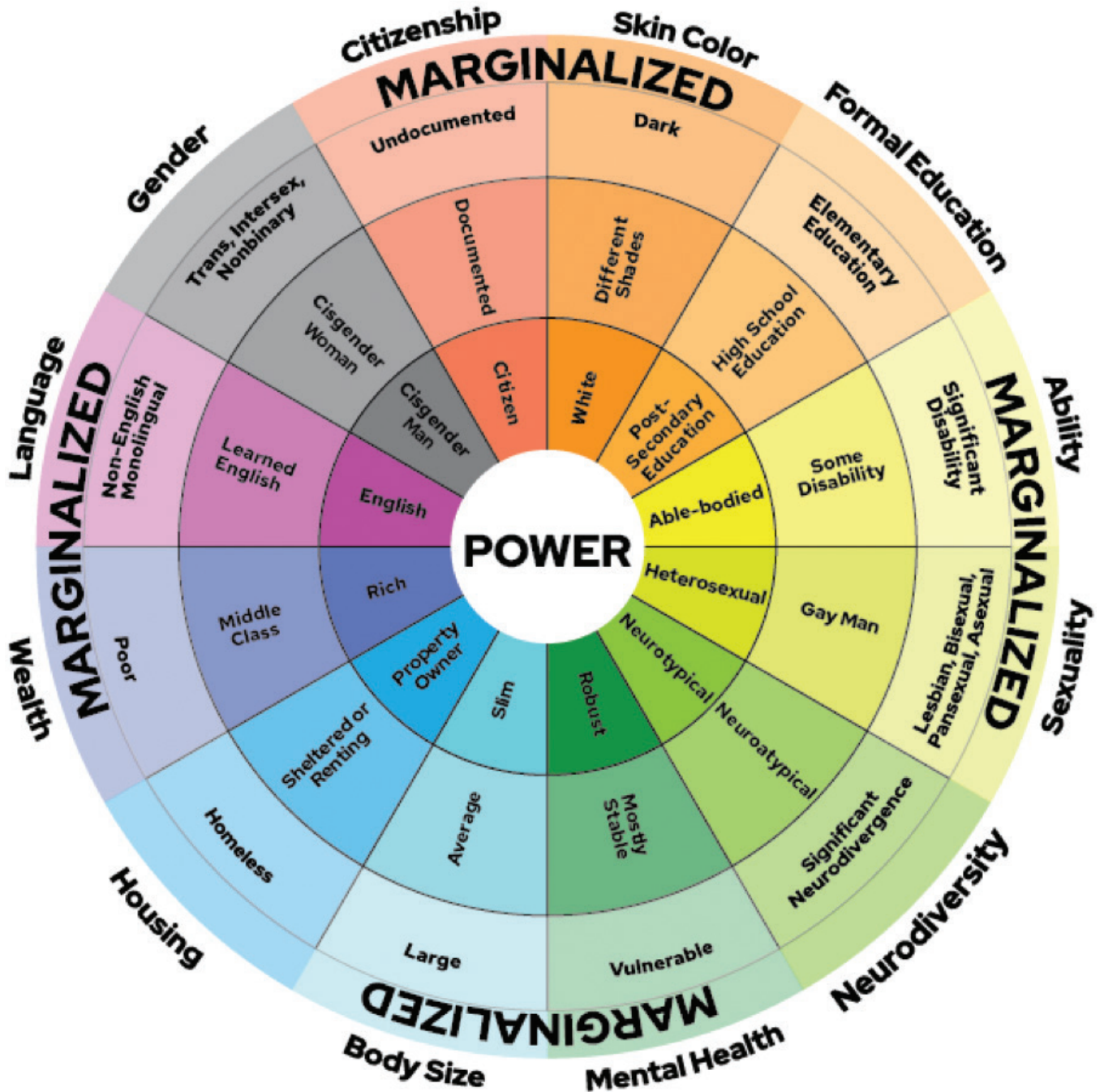
Refer back to the ***Serving Communities Framework*** and your answers to benchmarking your personal inclusion-centered leadership practices (**page 13**). What inclusion-centered leadership value did you recognize as a strength? How might you use this strength and power to support community change with government, partners and members?

Are you interested and willing to use your power and position as library director to help support change that increases access to science-based community resources and services with government, partners and community members? The question is **“Do You Want To?”**

Your position as a library director and leader brings clout, authority, and power to initiate change. Your privilege provides you the context and the “source” from which your power is derived and your rationale for change. Intentionally operating from a position of equity and inclusion is a collective win for the library, partners, as well as for those you want to serve.

The ***Activating Your Sphere of Influence Worksheet*** is designed for you to explore the ways you are or would like to use your sphere of influence towards improving equity and access to actionable relevant science-based programs, services, and community resources of local concern.

Power and Privilege Wheel



“Neurodiversity” refers to individual brain function and behavioral traits regarded as part of normal variation in the human population such as autistic spectrum, bipolar, etc.

From James R. Vanderwoerd (“Web of Oppression”), and Sylvia Duckworth (“Wheel of Power/Privilege”).

WORKSHEET 3

Activating Your Sphere of Influence

Objectives

- For you to know your inclusion-centered leadership value and sphere of influence.
- Determine how power and privilege are affecting current inclusion-centered leadership practices and attitudes.

What You Need

- A hard copy of the *Serving Communities Framework* so that you can identify an inclusion-centered leadership value in one of the four Dimensions (**pages 11-22**)

- A pen with your favorite color ink
- Find the place where you do your best thinking and reflection with no interruptions
- Be honest

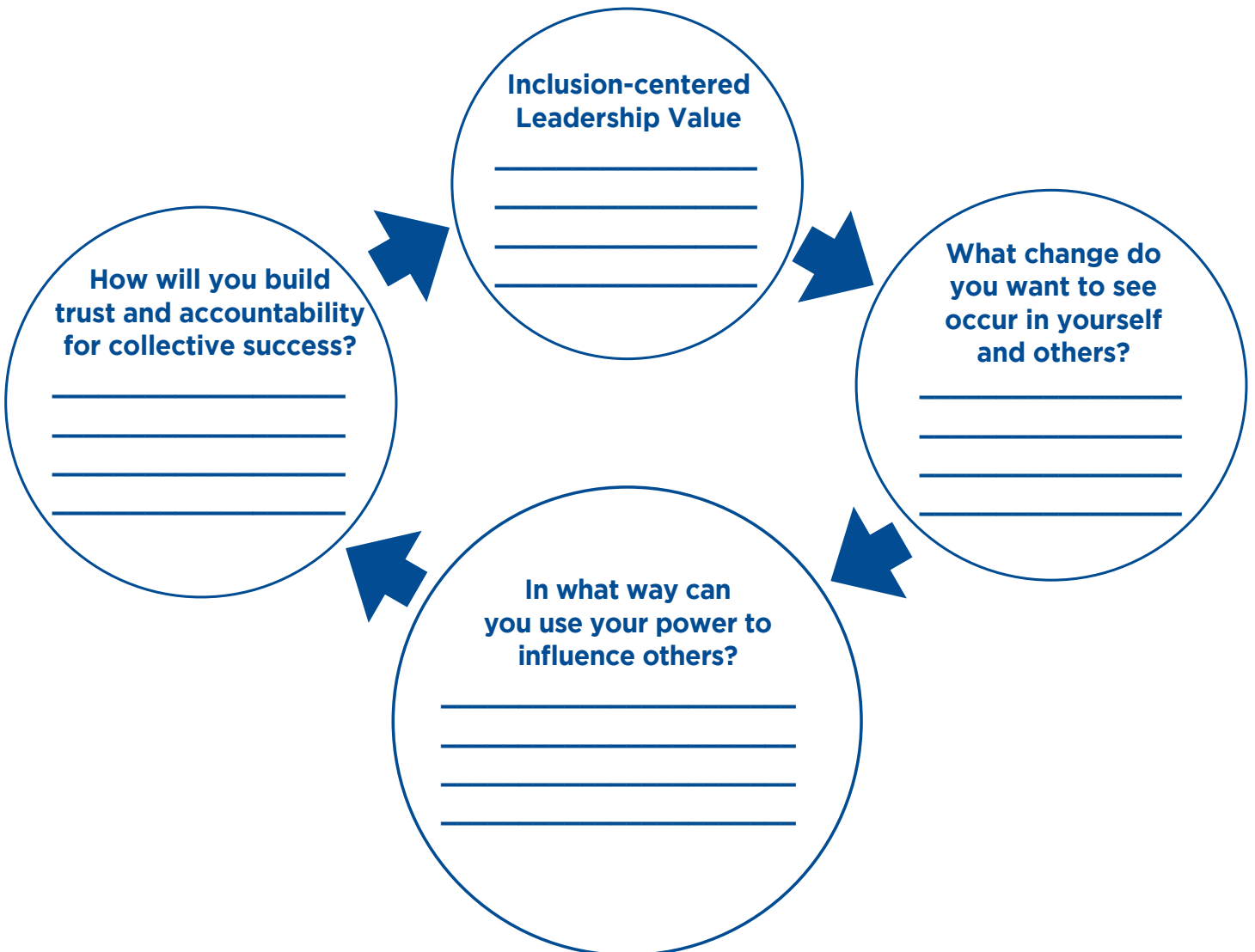
Time

1-2 hours

Instructions

1. Fill in the blanks of each circle.
2. Fill in the blank in the middle of the circle.

— WORKSHEET —



Reflect

Answer the following questions:

In what situations and contexts do you have, or believe you have, more power as a result of conducting or implementing the worksheet?

In what situations and contexts do you have, or believe you have, less power as a result of conducting or implementing the worksheet?

How do you encourage people (e.g. staff, members of the community) to take power in situations where they believe they do not have the power?

How do you recognize your power and position in uncomfortable meetings or situations to encourage yourself to be more assertive?

Act

Action 1: Reflect on your current spheres of influence. Identify those that you “believe” you can’t influence. Identify the reasons why you are successful in some areas, and why you find it challenging in other areas of your leadership practices.

Action 2: Help your staff find and use their spheres of influence around a shared goal.

CALL TO ACTION

Final Thoughts

Understanding the roots of your inclusion-centered leadership skills, attitudes and practices will provide you with a glimpse of how interconnected you are personally and professionally with a broader community of the public and partners. This understanding will also provide you with a new lens by which you allocate resources, make daily operational decisions, and ultimately, how the library can better serve all community members around actionable science issues affecting them.

With Yourself

Reflective practice allows you to consider your own beliefs while understanding the action of others. This creates the initial steps for inclusive and equitable leadership. This approach will only work if you put the time in to develop your own understanding and sensitivities to being an inclusion-centered leader. Not taking this time means you will continue to do things in the same way, and not be able to fully understand the needs and actions of others.

Just 10 minutes a day. Give yourself permission and grant yourself the time to reflect on a key takeaway you found in these activities. In what ways does this understanding define or impact your leadership style? What are your motivations, interests and vision for yourself as an inclusion-centered leader? The basis of change and action can only be made from a place of understanding and ability to develop your own theory of action.

With Your Staff

Start the conversation with your staff. Every staff member, volunteer, friend's group, and library board are

or have the potential to being inclusion-centered leaders and can use their sphere of influence to affect change. The first step is to begin the discussion about what inclusion-centered leadership looks like to your staff. Provide the opportunities to explore these concepts, their goals and aspirations as individuals (personally and professionally) and collectively within the library organization. The activities in the **Personal Inclusion-centered Leadership Practices Module** are appropriate for everyone. These activities are also a great place to start the conversation of what an inclusion-centered library should look like and how it should function.

We encourage you to share the **Serving Communities Framework, Glossary and Leadership Modules** with all that have a part in the operational decision-making, development and implementation of your library policies, services, programs and community engagement activities.

With Diverse Community Members and Partners

Inclusion-centered leadership is founded on the principles that as a library leader you:

1. value racial, ethnic and cultural differences;
2. actively engage the people you seek to serve and partner organizations in shaping library programs and services; and,
3. demonstrate flexibility in leadership style to adapt to the needs, practices, and circumstances of diverse community members and partners. We hope that the **Serving Communities Equity Library Framework** and professional development modules assist in your path forward to inclusion-centered leadership.



RESOURCES

Cooke, N. A. (2016). *Information Services to Diverse Populations: Developing Culturally Competent Library Professionals*. ABC-CLIO / Libraries Unlimited.

Gorski, Paul (2020). *Circles of My Multicultural Self Activity* from the Critical Multicultural Pavilion Awareness Activities webpage accessed from <http://www.edchange.org/multicultural/activities/circlesofself.html> accessed on August 20, 2024.

Rolffs, Deanna. *Leadership and Intersectionality*. L3 Catalyst Group Blog dated June 22, 2022. <https://l3catalystgroup.com/blog/leadership-intersectionality> accessed on August 20, 2024.

Swanson, K. W. (2010). Constructing a learning partnership in transformative teacher development. *Reflective Practice*, 11(2), 259-269.

Definitions

“Allyship” definition created by the Anti-Oppression Network and was downloaded from <https://theantioppressionnetwork.com/allyship/> on January 2, 2023.

Themes and Worksheets

Worksheet 1: *Benchmarking Your Inclusion-centered Leadership Practices* adapted from Maine Association of Nonprofits 2021 Leadership Institute for Executive Directors Participant Workbook.

Worksheet 2: Circles Activity adapted from Cooke, N. A. (2016). *Information Services to Diverse Populations: Developing Culturally Competent Library Professionals*. ABC-CLIO / Libraries Unlimited.

Theme 3: *Where Do You Have and Use Power and Privilege?: Wheel of Power/Privilege* graphic created by Timmo D. (2023). Downloaded from <https://kb.wisc.edu/instructional-resources/page.php?id=119380> accessed on January 2, 2023. Adapted from James R. Vanderwoerd (“Web of Oppression”), and Sylvia Duckworth (“Wheel of Power/Privilege”).

