
DIMENSION IV:

Inclusion-centered Leadership Practices in Community Member Experiences Module

Providing Actionable Science Information Programs and Services for Adult Learners



THEME 1

REFLECTIVE PRACTICE: Your Actions to Ensure Sustainability of Access to Actionable Science Information, Programs, and Services for Adults

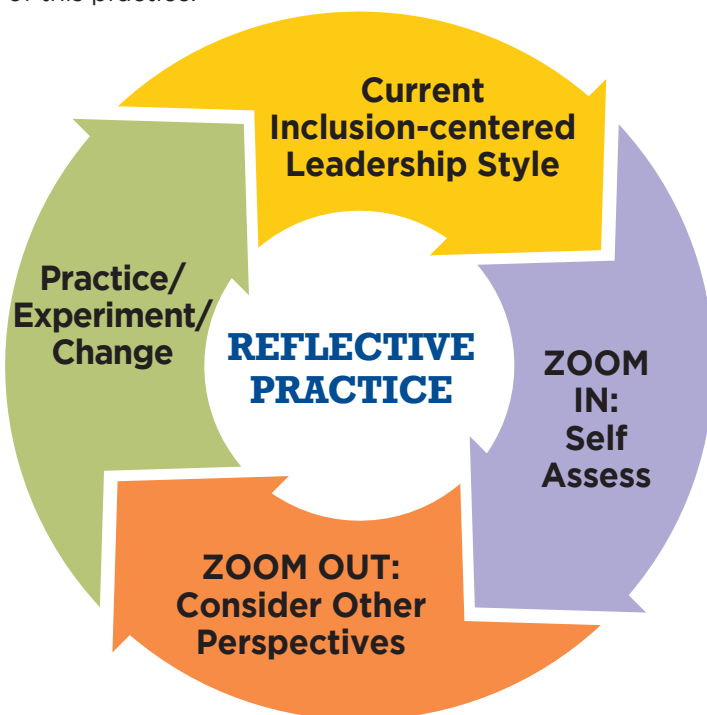
“Reflective practice describes the inward activity that is performed in an outward fashion during dialogue with staff and community partners and all members that live in the community. One questions oneself, and through the process of understanding one’s actions, one is able to develop a theory of actions ... 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

Reflective Practice: Zooming Out to Consider Other Perspectives

You were first introduced to reflective practice in the *Serving Communities Dimension I: Personal Inclusion-centered Leadership Practices* module. It is worth reviewing reflective practice, particularly when understanding your actions within your operational decision-making and allocation of limited resources. As a refresher: 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.



Let’s use this graphic to **Zoom In** and **Zoom Out** on your inclusion-centered practices as it relates to providing access to and co-developing actionable science information supports and services with and for undeserved adult learners. 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. In the *Serving Communities Dimension I: Personal Inclusion-centered Leadership Practices* module, you *Zoomed In* reflecting upon your personal leadership behaviors and practices. Here you will spend time reflecting upon your inclusion-centered leadership skill, attitudes and practices at a high elevation – **Zoom Out** – such that you are able to see, consider and more importantly, take into account other perspectives.

The first important reflection point is that 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 practices that you are aware of the fact that the staff, your colleagues as well as the community partners and members you work with are also operating and making decisions from assumptions of their own.

The quicker you understand everyone’s actions, the quicker you can come to consensus.



WORKSHEET 1

Benchmarking Your Personal Inclusion-centered Leadership Practices to Ensure Sustainability of Access and Contribution of Underserved Community Members in Actionable Science Information, Programs, and Services

Objectives

- Become familiar with the *Serving Communities Framework for Inclusion-centered Library Leadership Development*.
- Assess your current inclusion-centered library leadership practices with community member experiences and identify desired changes with *Dimension IV: Inclusion-centered Leadership Practices in Community Members Experiences*.
- 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's Dimension IV: Inclusion-centered Leadership Practices in Community Member Experiences Module* on pages 12-14. The goal and focus are increasing awareness and intentionally considering community member experiences within the library and out in the community. The goal is to makeup needs and wants of the communities serviced and to be served by the library, particularly ensuring sustainability and access to actionable science information services and programs. The *Framework* is designed to benchmark key library director and leadership attitudes and practices.

Within *Dimension IV*, 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 IV						
Inclusion-centered Leadership Practices in Community Member Experiences						
FOCUS: Ongoing awareness of the makeup, needs, and wants of the communities served and to be served by the library.						
"Nothing about us without us." — Disability rights movement (*)						
Dimension IV, Competency 1						
INVOLVE COMMUNITY MEMBERS IN SUSTAINING INCLUSIVE LIBRARY PROGRAMS, POLICIES, AND SERVICES						
1.	AWARE		INTENTIONAL		DEMONSTRATING	
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	
<p>1. Recognize the need to serve all community members.</p>	<ul style="list-style-type: none"> • Believes it is the role of the library to address inequities and lack of access, and to facilitate the development and implementation of plans to promote library use by all community members. • Understand the value of community analysis and library use analysis to determine which populations in the community are underserved or underserved. • Are aware of the policies, practices, procedures, or capacity issues that create barriers to library use. • Are aware of the library's position in relation to compliance with local, state, and national laws pertaining to diversity, accessibility, and discrimination. 	<p>1. Create a more equitable and inclusive library experience for all community members.</p>	<ul style="list-style-type: none"> • Community members have input on programs, services, and uses to increase the equity and inclusivity of those programs and services. • Policies and practices address interpersonal, institutional, and structural biases, and are rewritten based on community experience and feedback. • There is compliance with local, state, and federal law pertaining to diversity, accessibility, and discrimination, and change practices to ensure compliance. 	<p>1. Partner with community groups in evaluating and contributing to more equitable and inclusive library services.</p>	<ul style="list-style-type: none"> • Community members participate in, contribute to, and review efforts that make the library experience more equitable and inclusive. • Community involvement ensures continued alignment of library policies, procedures, practice, and capacity to community needs. • Library time and resources are committed to ensuring community involvement in plans addressing equity and inclusion within library staffing, services, and programs. 	
1	→ 2	→ 3	→ 4	→ 5	→ 6	→ 7
						→ 8
						→ 9

Instructions

STEP 1

Determine Current Inclusion-centered Leadership Skills

To determine your current inclusion-centered leadership attitudes and practices for *Dimension IV*:
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

Determine Aspiration and Pathway Forward

To determine aspirations and pathways forward with *Dimension IV*:
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 *Dimension IV*, the **Competency** and specific **Indicator**, choose one current Competency and Proficiency level, with *Dimension IV*, that most interests you and that you believe is achievable — your strongest inclusion-centered leadership attitude and practice. In what areas do you consider your current inclusion-centered leadership attitudes and practices are not as strong?

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

ASPIRATIONAL: Reflect on the emerging patterns. Within *Dimension IV*, the **Competency** and specific **Indicator**, choose one aspirational Competency and Proficiency level, with *Dimension IV*, that most interests you and that you believe is achievable. 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 IV	Current Dimension	Current Competency
Achievable Indicator		
Difficult to Achieve Indicator		

STEP 3

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 IV:

Inclusion-centered Leadership Practices in Community Member Experiences Module

Current Proficiency:

Aspirational Goal Proficiency:

Describe what you learned and what you would like to change about zooming out to consider other perspectives:

So that:

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

Measurable Result:

(Describe how it will be evident and communicated to community members you are collaborating with)

Action Steps:

Identify 1-3 actions you will take over the next 6 months, from Zooming Out, to reach your goal and note approximately when they will occur:

1.

2.

3.

What support will you require, and from whom?

Act

Action 1: Implement actions on the steps outlined on this worksheet that begins to lay the groundwork to ensure sustainability of access and contribution of underserved community members in actionable science information programs and services.

Action 2: Make Reflective Practice a weekly 15-minute operational decision using the *Serving Communities Framework* as a guide to consider and address the actionable science question, issue, or situation affecting the well-being of underserved community members. How might an existing library program or service broaden community participation?