
DIMENSION IV:

Inclusion-centered Leadership Practices in Community Member Experiences Module

Providing Actionable Science Information Programs and Services for Adult Learners



THEME 2

The Actionable Science Issue Iceberg in the Community: Shifting Library–Community Member Perspectives to Find Shared Understanding

Imagine

What will your first co-development meeting with community organizations and members will look like?

Every member who is participating in this meeting is

1. hopeful;
2. curious;
3. invested in addressing the science-based community issue.

Every member will also

1. be cautious;
2. have an agenda, certain expectations; and/or,
3. have been directly impacted by the community issue.

Take a few moments to review the iceberg graphic below.

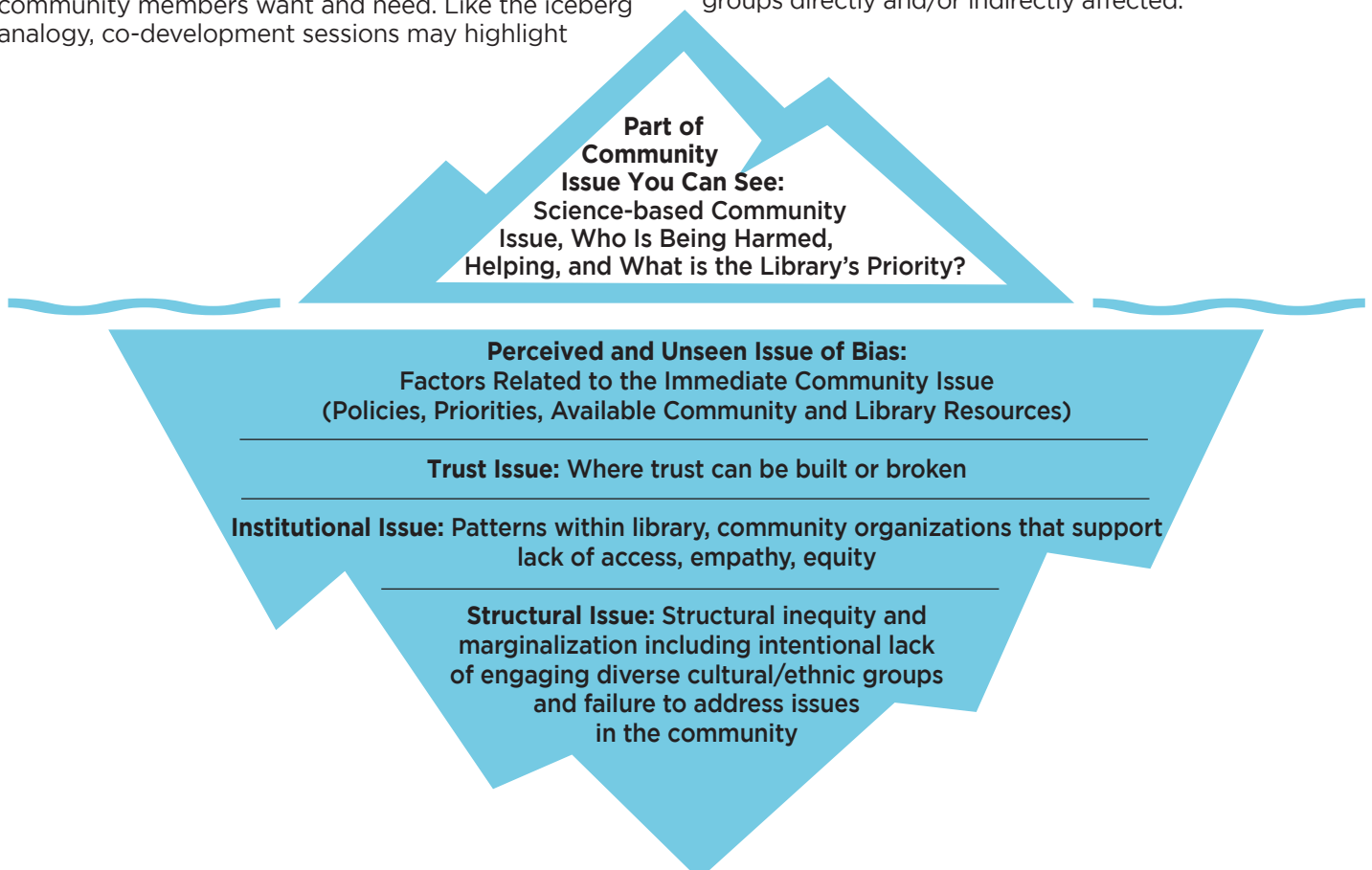
When conducting a co-development session, each member will bring an array of perspectives, knowledge, and wisdom from lived experiences. These perspectives may be very different from your own which is important when co-developing library services and programs community members want and need. Like the iceberg analogy, co-development sessions may highlight

observable and hidden barriers of this actionable science community issue, such as: unequal power dynamics, inequities, lack of access as well as the cultural, ethnic, community contexts that you may or may not be familiar with.

This is the called the ***Iceberg Effect*** (Hall 1976; Sonnie 2016). Everyone can see the Presenting Issue from their own unique perspective that is observable (like the top of an iceberg), however, all members may be unable to see or understand the complete picture below the surface (the rest of the iceberg that is submerged and immovable).

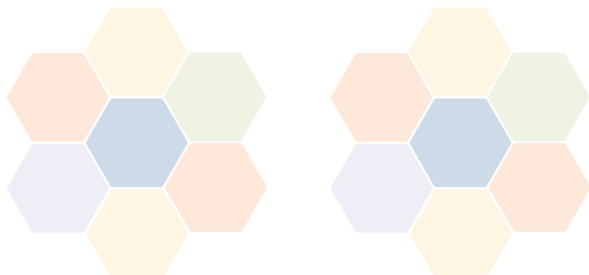
Discover

So how does the co-development team respectfully and proactively address the “*iceberg in the room?*” First, let’s break down the layers of the iceberg. Persistent actionable science issues affecting underserved community members do not happen overnight. As you review each of these layers, within the context of a specific actionable science community issue, create the list of the co-development team members from all of the groups directly and/or indirectly affected.



The table below breaks down the types of attributes within a conversation that is intentionally trying to create a shared understanding of the impacts experienced by everyone on the co-development team. Conversations, will present different perspectives, emotions (hurtful to confrontational, vulnerable to passive/noncommittal), beliefs, sincerity and intentionality. It will be critically important that everyone is given the safe space to be heard respectfully and understood. It is important to remember that you all are at the table hopeful and invested in seeing a shift in access to meaningful, relevant actionable science information supports and services.

LAYER	WHAT'S HAPPENING
PRESENTING ISSUE	BE MINDFUL — No member starts at the same place or is vested in the actionable science community issue in the same way. Each person has distinctive perspectives, levels of belief, buy-in, and are impacted by the actionable science community issue in different ways and/or not at all.
PERCEIVED AND UNSEEN ISSUE OF BIAS	BE MINDFUL — Initial conversations will likely be uncomfortable as each member is grappling with their own feelings, motivations, sincerity, and intentionality as to why the inequity is happening, the power dynamics, and the role each member is perceived to have played or not played in the issue. It is important to bring these conversations to the forefront early as they will need to be heard and addressed collectively by the team in order to come to a shared understanding and pathway forward.
TRUST ISSUE	BE MINDFUL — Uncovering the issues and attributes, and understanding the relationship of them within each and between every member will be needed to build trust, respect and recognition for the ideas. Where can trust be built? What words or actions could break trust?
INSTITUTIONAL ISSUE	BE MINDFUL — The identification of the root causes, the rationale for allocations of resources, and the historical contexts need to be recognized by each member. The goal is about being heard and how collectively, as a group, a specific piece of the structural issue can be addressed.
STRUCTURAL ISSUE	BE MINDFUL — Power dynamics that you carry as a library director, as well as with the other members in the co-development team, need to be monitored. Ultimately, the actionable science library program or service will be intentionally addressed based on the wants and needs of community members, and aligned to the community assets that already exist or can be had to develop and sustain.



WORKSHEET 2

Uncovering the Layers of the Iceberg

NOTE: As noted in the Introduction (*Defining Underserved Community Members on page 7*), the “underserved” may not be focused on a racial or ethnic disparity but a cultural one, such as ageism, or physical and mental disabilities. However, the “iceberg” and the intentional hidden discriminations and reasons for why these issues are structural and systemic remain the same. This exercise is designed to uncover the hidden barriers and provide members of the co-development team with a process to discuss them, from their personal perspectives and with the group trust, sincerity and openness for receiving and giving feedback and input.

Instructions

STEP 1

Form your Co-development Team or Zoom Out to Consider Other Perspectives. This activity can be conducted with the co-development team, or you can use it to further explore zooming out to consider and reflect upon other community member perspectives. **NOTE: If you choose to do this activity by yourself, it will be important to keep in mind that though you are zooming out to consider other community member perspectives, you are still using a lens that was built by your own**

lived experiences. As a result, these considerations may be only partially true and/or not true at all. It is a good inclusion-centered leadership skill, attitude, and practice to have to include other perspectives as well as your own when making operational-decisions such as allocations of funds and time.

STEP 2

Zoom Out to Consider Other Perspectives. This step is designed for you to consider who should be a part of the co-development team — either in-person or on paper. Who are the community members and partners that need to be at the co-development table? List the possible members, the reasons why, and the type of opinions, lived experiences, and wisdom they can bring in order to give you a deeper understanding on the context and reasons the actionable science issue is harming the community. As part of preparing to meet with these individuals, or practicing **Zooming Out**, consider and reflect upon each of their unique perspectives. How closely do they align or not with your perspective? It will be important to have potential members that have differing perspectives as it is here where you will learn most about your inclusion-centered leadership skills, attitudes and practices.

DESCRIBE YOUR ACTIONABLE SCIENCE ISSUE:		
TEAM MEMBER	TYPES OF OPINIONS, EXPERIENCES AND CONTEXT A MEMBER CAN BRING TO AN ACTIONABLE SCIENCE COMMUNITY ISSUE	ACTUAL PERSPECTIVES ON ACTIONABLE SCIENCE COMMUNITY ISSUE
Library Director:		
Library Staff:		
Community Member 1:		
Community Member 2:		
Community Member 3:		
Community Partner 1:		
Community Partner 2:		
Community Partner 3:		

STEP 3

Zooming Out to Consider Other Perspectives.

Take a few minutes to look at the *Iceberg Effect graphic (page 20)* and the *Uncovering the Layers of the Iceberg Worksheet (page 24)*. Consider and reflect upon what’s happening in the graphic and the questions. What are your perspectives and experiences in the context of the actionable science community issue, and what other perspectives do you want to learn from the members? Draw on the stories, bios and other sources of information to help inform each layer of the iceberg. You can use

these worksheets as an exercise to help you broaden your understanding of current actionable science community issue. For a more accurate and deeper understanding, invite community members and partners to assist you with determining how the library can provide useful resources, programs and services to address the issue.

Use the questions below to guide your answers to the *Uncovering the Layers of the Iceberg Worksheet* and/or help facilitate the conversation with others about their perspectives.

QUESTIONS FOR EACH CO-DEVELOPMENT TEAM MEMBER
<p>What does this actionable science community issue mean for me personally, professionally and/or for my institution/family?</p>
<p>What is at stake for me sharing my perspectives, feelings, beliefs, and power dynamics? How does the actionable science issue directly and/or indirectly affect them?</p>
<p>How is this actionable science issue directly/indirectly connected to me, my institution and/or family? Is this issue structural and systemic in my institution and/or in my personal experiences? What does that mean?</p>
<p>In what way(s) am I using power dynamics to direct decisions and allocation of resources around the actionable science issue?</p>

NOTE: Use the *Uncovering the Layers of the Iceberg Worksheet* on the next page only if you are collaborating with community members and partners to assist you with determining how the library can provide useful resources, programs and services to address the issue.

Uncovering the Layers of the Iceberg Worksheet

Layer	What's Happening?	My Perspectives	Perspectives of Co-development Team Member, Community Member, or Partner	When Compared, Shared/Conflicting Perspectives
Issue and description:				
Presenting Issue	<p>Consider and reflect upon: No member starts at the same place or are vested in the community issue in the same way because each person has distinctive levels of belief, buy-in and are impacted by the community issue.</p>			
Perceived and Unseen Issue	<p>Consider and reflect upon: Initial conversations will likely be uncomfortable as each member is navigating with their own feelings, motivations, sincerity and intentionality as to why the inequity is happening. What are the possible power dynamics at play with each member within the access or lack of access to actionable science information and services? (NOTE: It will be important for you to understand some of these conversations as soon as possible as they will need to be heard and addressed collectively by the team in order to come to a shared understanding and path forward.</p>			
Trust Issue	<p>Consider and reflect upon: How will you respond personally as well as a library director, when uncovering these underlying, structure and systemic issues. Your responses will affect the building of trust, respect and recognition for the perspectives being shared, recognized and addressed during co-development.</p>			
Institutional Issue	<p>Consider and reflect upon: Your perspectives and lived experiences may/may not allow you to identify root causes. However, it will provide you an understanding as to the library's policy and rationale for allocations of resources within the historical contexts of the library's relationships with particular community member groups. If identified properly and appropriately, a specific aspect of the structural issue can be addressed.</p>			
Structural Issue	<p>Consider and reflect upon: What are your personal inclusion-centered leadership skills, practices and attitudes, and how are you using your power as library director to intentionally include and/or exclude particular populations and community issues? Think beyond limited staff and financial resources. What perspectives might be shared with you from those particular community members who have been historically excluded from the library?</p>			

Reflect

It will be tempting to focus on just the **Presenting Issue**. But focusing on the **Presenting Issue** without at least uncovering underlying and relational issues, puts you at risk of missing what’s really going on. This can cause long-term damage to your relationship with those interested in working with you and negatively affect the results of providing equitable access to resources and services to adults that need and want them.

Act

Action 1: Zooming out is essential to the big picture of who the library is recognizing through programs and services and who it is not serving. **Zooming out** is also essential to promoting the library’s broad vision to engage, educate, empower, and enrich our community through creative and dedicated service to all, but this needs to be matched by small wins that demonstrate the **All** of the community. **Ground-truth your worksheet** by talking with the potential co-development team members.

REMEMBER: Community member groups are not monolithic, and do not all have the same perspectives. Rather, each individual will have their own unique lived experiences and perspectives, irrespective of the cultural or ethnic group they may be affiliated with.

