

Course Script – Online Version

A Seat at the Table: Working with Local Responders
By Rebecca Hamilton, MLIS and Diane Brown, MLIS

Day 1

Instructions	Slide titles and Prompts
<p>Introductions and housekeeping</p> <ul style="list-style-type: none"> • Toolkit, bibliography and slides • Review screen buttons, chat box and muting/unmuting phone, basic navigation during webinar. 	<p>Materials Needed</p> <ul style="list-style-type: none"> • Power-point • Toolkit • Polls <p><i>[s = slide title]</i></p>
<p>Introductions (15 min.)</p> <ul style="list-style-type: none"> • Introduce speakers • Self-introductions of participants <ul style="list-style-type: none"> ○ If less than 20 participants, they can introduce themselves to the group: <ol style="list-style-type: none"> 1. Give name and institution 2. Personal experience with disasters ○ If more than 20 participants, ask for a show of hands (electronically) to see how many are from: <ol style="list-style-type: none"> 1. Academic medical libraries 2. Hospital libraries 3. Public libraries 4. School libraries 5. Special/government libraries 6. First responders (have them identify...fire, police etc.) 7. General public • Then, have them introduce themselves – name and institution – via chat. 	<p>S- Title</p> <p>Show of hands Chat</p>
<p>Review agenda Mention homework.</p>	<p>S-Agenda</p>
<p>Review learning objectives Meets MLA competencies for change in attitude, adopting determination to advocate for what libraries can contribute, system-level changes.</p>	<p>S-Objectives S-Competencies</p>
<p>MLA Disaster Information Specialist Program</p>	<p>Review MLA competencies</p>

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<ul style="list-style-type: none"> • Refer to MLA website. • Focus is to develop the capacity of librarians / information professionals to provide disaster-related health information outreach. • Vision is to provide disaster or health-related information as part of ongoing job functions. • Two levels of competency; some required courses and some electives. <p>Disclaimer</p> <p>Class assumes you are familiar with concepts of Incident Command System, NIMS, etc and have taken the first 2 basics course and are familiar with the literature on disaster planning.</p> <p>This course also assumes you have already created your own institutional emergency plan and that you have prepared your home and family to be without help and external resources for at least the first 96 hours in an emergency.</p>	
<p>Sarah Long quote Talk about personal disaster in which you were not prepared</p>	<p>S-Sarah Long quote</p>
<p>There are 4 phases of a disaster:</p> <ol style="list-style-type: none"> 1. Prevention 2. Planning & risk analysis 3. Response 4. Recovery <p>Libraries have an important role to play in each phase. Until 2005, most libraries' planning had to do with collection protection and recovery and putting out general information to the public on preparation. The role of the Internet in libraries has changed how people access information and as a result today's libraries have a much larger role to play in all phases of the disaster.</p> <p>We really learned this after the storms of 2005: Katrina and Rita. For example, social media (Internet) really changed how they coped in the aftermath of the earthquake in Haiti and the tsunami in Japan.</p> <p>First let's talk about the roles various levels of government</p>	<p>Lecture</p> <p>S-4 Phases</p>

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<p>typically play in a disaster and the traditional roles of libraries in each phase:</p>	
<p>Pre-Internet</p> <p>1. Prevention:</p> <ul style="list-style-type: none"> ○ Libraries: information on prevention, proper building codes for local officials, safety, proper care and use of materials, how to protect collections, education, home safety, etc. ○ Local government (parish/county/city): safe streets, protecting water supply, protecting utilities, adequate traffic flow, enforcing local laws and regulations, education of the public ○ State: building codes, laws and regulations, certifications, traffic control, bridge and road inspections, traffic safety, protection of utilities and water supply, education, ○ Federal: laws and regulations, education, funding projects. Homeland Security - intelligence. 	<p>S-Pre-Internet: prevention</p>
<p>2. Planning and risk analysis:</p> <ul style="list-style-type: none"> ○ Libraries: information on planning, protecting collections, fire drills, developing emergency plan, developing phone tree for staff, IT backs up files, systems, ○ Local government: planning, backup plans for utilities for fire and police, first responders, transportation of people, shelters, protection of government records and files, deployment of traffic and safety officers, information, alarms (tornado), contact with local media, practice drills, etc. ○ State: transportation of people, planning for road closures, contra flow, plan for deployment of food, water, medicine, safety and security, coordination of state and local efforts, etc. ○ Federal: provision of food, water, plan for deployment of national guard, etc., homeland security / NTSA, assessment of threats, weather monitoring, 	<p>S-Pre-Internet: Planning</p>

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<p>coordination of federal agencies, drills, etc.</p>	
<p>3. Response</p> <ul style="list-style-type: none"> ○ Libraries: information, restrooms, phone, friendly face, salvaging of collection, close if no power. Provide services via buddy system. ○ Local government: transportation to shelters, security at shelters, news, set up of shelters, assist utilities in response, local traffic control. ○ State: food, water, health information, safety-state police, statewide transportation and safety, traffic control, protect utility workers, road opening/closing information, requesting that an area be designated a federal disaster area ○ Federal: military deployment, assist local responders, FEMA workers. 	<p>S-Pre-Internet: Response</p>
<p>4. Recovery</p> <ul style="list-style-type: none"> ○ Libraries: information, provide meeting space, dry out or replace books, restore services, repair facilities ○ Local government: cleanup, move people back, debris removal ○ State: provide emergency social services, information ○ Federal: provide funding, expertise, assist state systems <p>Is it any wonder then, that FEMA/federal government had a very outdated vision of libraries --</p>	<p>S-Pre-Internet: Recovery</p>
<p>Tell Cameron Parish story about FEMA and libraries not being “essential services.” Will explain later how this was changed.</p>	<p>S- “Libs not essential services”</p>
<p>Today, post-internet, libraries play a much larger role in all phases of a disaster:</p> <ul style="list-style-type: none"> ● Prevention: information, education (perhaps via website, online resources, etc.) ● Planning: same, plan for business continuity and core services; how to keep the library operating during an after a disaster 	<p>S-Post Internet</p>

Instructions	Slide titles and Prompts
<ul style="list-style-type: none"> • Response: exercise • Recovery: exercise 	
<p>Exercise:</p> <p>Let's assume for a minute that people's needs for food, water, shelter and safety have been met. Maybe we are in the response phase (i.e. within the first 72-96 hours of an event. What next? What do they need now?</p>	<p>S-Exercise</p>
<p>Think of whatever kind of disaster you want to; it could be a</p> <ul style="list-style-type: none"> • Hurricane • Wild fire • Tornado • Disease outbreak (e.g. SARS) • Earthquake • Chemical spill • Flood/tsunami • War/terrorist attack 	<p>Online Poll # 1 Identify Needs</p>
<p>From the list of needs on the screen, choose the top 10 that you think people will have during the response and recovery phases of a disaster.</p>	<p>Wait until 80% of responses are in and post results for all to see.</p>
<p>I think, if I had to group all of the ideas on this list, they would fall into one of these 4 categories:</p> <ul style="list-style-type: none"> • Communications • Social services • Access to information • Comfort and a sense of normalcy/recreation <p>Is there a difference in the needs of the general public based on type of disaster? Are there similarities?</p>	<p>S-Categories</p>
<p>Identify Needs of First Responders in a Disaster</p> <p>Who are first responders in a disaster? They should list at least: fire, police, search & rescue, government officials, community leaders, medical personnel, utilities workers, transportation workers, shelter volunteers, Red Cross workers, social services workers, FEMA, etc.</p>	<p>S – list first responders</p> <p>Chat – they should list as many as they can as quickly as they can via chat.</p>

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<p>If you don't know what they need, how can you find out?</p> <p>Why are we going over this? Because you need to understand the needs of the public and the needs of first responders so that you prepare to "be at the table" and you are able to define exactly what you can do to help.</p>	
<p>After tomorrow's webinar, you will have a homework assignment that is an examination of a case study. When you send in your homework, you will get a link to the evaluation form that will then direct you to your certificate of completion.</p>	<p>Mention homework</p>
<p>Roles Libraries Play: Follow along in your Toolkit pp. 7-10</p> <p>As we go through them, put an asterisk next to the roles your library could play</p> <p>Refer to MLA Oral History Project and 8 roles the study of the projects described in the article (Featherstone):</p> <ol style="list-style-type: none"> 1. Institutional supporters – mostly academic libraries acting as command center; acted as part of institution-wide disaster plan. 2. Collection managers – protect and restore collections 3. Information disseminators – put out current reliable information to patrons, patients, doctors, whole community. 4. Internal planners – track displaced staff members; track information for FEMA, track and compile planning documents, track projects, etc. 5. Community supporters – community gathering place, Internet for evacuees, storytelling in shelters, organize volunteers, help people contact loved ones, apply for social services, locate shelters for animals, etc. 6. Government partners – participated in drills, work with health departments, social services, place for FEMA to set up, etc. 7. Educators and trainers – train emergency responders, provide planning and prevention and preparation information, emergency reference services, teach classes in disaster management. 	<p>Lecture</p> <p>S-Roles</p> <p>PP. 7-10 Toolkit</p>

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<p>8. Information community builders – mass book donation projects, restoration support to damaged libraries shared information and resources via ILL, promoted preparedness activities, established buddy systems with other libraries.</p>	
<p>Tell story of libraries being deemed “essential”...follow-up to Cameron story.</p>	<p>S- Senator Reed</p>
<p>Let’s do another poll. Answer the question and then we will post the results.</p> <p>Debrief the Poll.</p>	<p>Poll #2</p>
<p>Situational Assessment</p> <p>Think about your own family disaster plan and your library plan. What if you were not able to get into your home / library for several months? How would you live? Do you staff have generators at home? Unlimited text? Unlimited data/minutes?</p> <p>How would you provide core library services to your communities? What are your core services?</p> <p>Would you be able to pay your staff? How much annual leave does each one have in case you are open, but they cannot come in? Do you have contact info for all of your database vendors? Do you know how to go into OCLC and set your library to “non-lender” status? What about incoming shipments of new books....where would they go?</p> <p>What additional, different, non-traditional services might you need to deliver? How would you? What resources would you need?</p> <p>And so on....really think about how you would provide services without your building.</p> <p>Review Toolkit , pages 10-14.</p> <p>What questions do you have from today?</p>	<p>S – Situational Assessment</p>
<p>For homework, go through the questions on pages 10-14 and answer as best you can. Start developing a “to do” list of</p>	<p>S-Homework Day 1</p>

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<p>questions you cannot answer, a list of resources, policies, etc. that you need to have.</p> <p>What do you need to continue operations?</p> <p>What questions do you have from today?</p>	

Day 2

Instructions	Slide titles and Prompts
<p>Review and Recap Day 1 Emphasize that we spent so much time on Day 1 identifying our capabilities so that, when we get to the table, we know exactly what they need and what we have to offer.</p>	<p>S – Welcome</p>
<p>Agenda – Day 2</p>	<p>S- Agenda</p>
<p>Partnerships and Collaboration Ask: What is partnership? Their answers should include:</p> <ul style="list-style-type: none"> • cooperation, • contribution from both sides, • formal agreement or understanding, • common goal, • working together, etc. 	<p>S – What is a partnership? Answer via chat.</p>
<p>Ask: What is collaboration? Their answers should include:</p> <ul style="list-style-type: none"> • working together, • achieve a goal, • recursive process, • 2 or more people, • Collective determination to reach an objective through sharing information, resources and building consensus. <p>We’ve defined partnerships and collaboration; let’s move on to consensus and community.</p> <p>Define Consensus</p>	<p>S- What is collaboration? Answer via chat.</p>

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<p>80% agreement and 100% buy-in</p> <p>This is different from unanimous.</p>	
<p>What are benefits of partnerships? (Lynch, p. viii, forward by Samuel Morrison, Director, Brevard County Library)</p> <p>Debrief poll.</p> <ul style="list-style-type: none"> • The process of deliberating with a partner encourages accepting trade-offs, flexibility and risk-taking. • Gain experience in being cooperative and assertive • Gain leadership experience • Enables free exchange of information and greater understanding of community needs • Helps library staff define mission in terms of benefit, value, outcomes • Helps library show value and benefits at budget time and for fundraising 	<p>Exercise</p> <p>Poll #3</p>
<p>Ask: What are the Negatives of partnerships?</p> <p>Debrief poll.</p> <ul style="list-style-type: none"> • Infighting • Different goals/missions • Politics • Know when to step out (e.g. BTOP grant) 	<p>Poll #4</p>
<p>Politics -- describe</p> <p>Political allies – people who are connected Politicians can be powerful allies Use their clout if needed to get something done Win them over ahead of time</p> <p>(Examples – John Folse, Mitch, Governor Foster)</p> <p>Keep relationships going – stay in touch.</p>	<p>S-Politics and community</p>
<p>Community Concepts and definitions</p>	

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<p>(from Mattessich & Monsey, pp 8-11)</p> <p>First, why are we talking about the characteristics of communities?</p> <ul style="list-style-type: none"> • an emergency brings people together who normally may not associate with each other; • if they spend any length of time together, a community begins to develop. • It can be functional or dysfunctional, depending on the situation and the skills and characteristics of those involved. <p>Definition of community</p> <p>“People who live within a geographically defined area and who have social and psychological ties with each other and with the place where they live.”</p> <p>Community Social Capacity Community’s ability to work together</p> <p>Focus is on social capacity not on task accomplishment (not sure I agree with this.)</p> <p>Project goals should include attention to building community. Starts at the top. Community leaders are elected/appointed officials – win them over and keep them informed and on your side. Then everything else is easy.</p> <p>Difference in leaders and organizers</p> <ul style="list-style-type: none"> • Leaders – internal, take on management role • Organizers – take on external role, design, implementation 	
<p>So now that you know what roles you and your library might play, exactly HOW do you</p>	

Instructions	Slide titles and Prompts
<p>begin to build this community, these partnerships?</p> <p>How do you build influence?</p>	
<p>“Administrators are not born with a ‘librarian appreciation gene’”. (McKnight, p. 2)</p>	<p>S- Administrators</p>
<p>What is influence? Influence = Perceived value to decision makers. (McKnight, p. 43)</p>	<p>S-influence</p>
<p>Exercise: Stop and let them review skills needed to succeed in political environment.</p> <p>Ask if they have any more skills to add to the list.</p> <p>3-5 minutes.</p>	<p>Exercise</p> <p>Toolkit – Personal Assessment p. 15</p>
<p>HOW do you build influence? Rebecca will say more about ethics and integrity in political dealings.</p>	<p>S-HOW</p>
<p>McKnight suggests three steps to being taken seriously and dispel misunderstandings:</p> <p>Know – professionalism (show what you know right away; leave a lasting impression)</p> <p>Show – professionalism (dress, appearance, first impression) (look the part – Angele) Angele “one of the boys” story.</p> <p>Tell – value of what you do (concise, relevant to them)</p> <ul style="list-style-type: none"> • Develop your “elevator speech” (Your message might change slightly based on who the person is; make what you say relevant to them) (Use business terminology, not library jargon.) • Go where they are (attend OEP meetings) 	<p>S-Building Influence</p>

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<ul style="list-style-type: none"> • Show how you can help the disaster effort (Use ROI examples, cost savings, strategies, value-added, etc.) • Use “client” not “customer” (language officials understand) • Give them more than they expect • Excellent customer services • Better hours 	
Elevator speech	S – Sample elevator speech
Refer to Toolkit buzz words.	ToolKit – buzz words, p. 16
<p>Exercise – writing their own elevator speech. What are the 2 or 3 MOST important things someone needs to know about your library?</p> <p>Give them time to write personal elevator speeches. When all are done, tell them to all press send at the same time to post the speeches. Then, give them a few minutes to read various chats.</p> <p>Ask if there are any they really like. Tell them to raise their hands and point out the ones they like. WAIT.</p>	S-Elevator Speech exercise
<p>How to get influence</p> <ul style="list-style-type: none"> • Know the names of officials, administrators, those in charge • Know the names of their administrative assistants – have their contact information and become friendly • Know both the formal and informal chains of command in your organization, and city, county, state government <p>5 rules that build influence (Wolfe, 1996, p. 4 in McKnight, p. 45)</p> <ol style="list-style-type: none"> 1. Understand your corporate system – chain of command/authority 2. Know when to hold and when to fold – 	<p>S – More on influence</p> <p>Toolkit: sample letter and script for phone call pp. 18-19</p>

Instructions	Slide titles and Prompts
<p>know when to give up and regroup and then try again.</p> <ol style="list-style-type: none"> 3. Believe in win-win situations 4. Play fair – don't undercut someone else to get your agency ahead; people will remember this; be honorable. 5. Think first, act later – Say "yes" to everything initially: "I'm sure we can do something." Use positive language even if you discover you cannot do it later; you will be remembered as a "yes" person in the future. <p>How to conduct yourself (McKnight, p. 52)</p> <ul style="list-style-type: none"> • Use good information sources (have accurate, relevant and timely information to share) • Show up-speak up (speak up in groups, offer ideas, ask questions...participate and appear to be paying attention). Don't just be an observer. • Come prepared (learn names of people that will be there and their titles, make small talk, know what is on the agenda and be prepared to participate , take business cards, learn to shake hands, make eye contact and smile) • Engage and balance responses (really listen, use reference interview skills to find out what you can contribute; stay positive, butnegative comments when appropriate) • Carry business cards at all times – give out generously. <p>Image and dress</p> <ul style="list-style-type: none"> • Presence • Business like • Team player • Positive • Competent 	

Instructions	Slide titles and Prompts
<p>Other thoughts</p> <ul style="list-style-type: none"> • Define what you can do in terms responders will understand • No library lingo • Explain your services in terms of benefit to users; “your constituents can...” <p>Developing your own action plan.</p>	
<p>Refer to list of “buzz words” in Toolkit.</p> <p>Review remainder of Toolkit.</p>	<p>Toolkit – remainder of pages</p>
<p>Exercise: Case study:</p> <p>Putting it all together</p> <p>Explain homework and process</p> <p>Email</p> <p>Evaluation</p> <p>Certificate</p>	<p>S-Putting it all together</p>
<p>Assignment</p> <p>Select one of the case studies in the Toolkit and answer these questions:</p> <ol style="list-style-type: none"> 1. What services did the responders need? 2. What role(s) did the organization play? 3. Specific steps the successful people took prior/during/after the event. 4. How might things have ended differently? 5. What specific actions made the difference? 	<p>S- Case study</p>
<p>Wrap-up</p> <p>Because, if you are not at the table.....</p>	<p>S- not at table / on menu</p>
<p>Q&A</p>	<p>S=Questions</p>