

# Course Transcript

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

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**September 19, 2012, Day 1**

## **[FACILITATOR]**

We're going to get started. Welcome to today's Webinar "A Seat at the Table: Working with Local Responders" which is part of the MLA Disaster Information Specialization. Today we have Diane Brown and Rebecca Hamilton presenting. Go ahead Diane.

## **[Slide 1]**

**Presenter: Diane Brown**

## **[DISCUSSION]**

Thank you. Can you hear us? Are we unmuted?

Yes. You guys are unmuted. It's just the attendees who are muted.

Okay. Great. Thank you.

Again, this is Diane Brown, the Deputy State Librarian from the State Library of Louisiana. And with me is Rebecca.

**Presenter: Rebecca Hamilton**

Hi, Rebecca Hamilton, State Librarian.

**Presenter: Diane Brown**

Okay. Welcome. We're glad you are here today.

## **[DISCUSSION]**

Just a few things about housekeeping. Hopefully you got the e-mail earlier and downloaded the tool kit and the PowerPoint we will be using today. There will be homework associated with this course and you will need all of those materials. And you will need them during the class today as

well. Also, just a few things for those who have not used the technology before. If you look in the lower left-hand corner of the screen, you see a little box where it says “to” and then it says “everyone”. If you click on that drop-down box, you will see that you can send a message to the presenters or send a message to everyone. If somewhere along the way you need technical support, you can send a message there and someone will help you with tech support.

In addition to that, if you look to the real far lower left-hand side, you'll see a guy with his hand up. If you click on that drop-down box, you see all of the different icons. If you want to raise your hand or agree or disagree, et cetera, you will be able to do that as well. And periodically, throughout the day, we will ask you for your opinion by using some of these icons. So that's kind of the overall way of doing it. We'll go ahead now and get started.

I'd like to welcome everyone here. This is two days, 1:00 to 2:30 Central Time or 2:00 to 3:30 Eastern Time today and tomorrow. Both Rebecca and I will be here.

### **[ACTIVITY]**

I'm going to try to find out a little about who you all are. What I'd like to do is have everyone look on the left-hand corner of your screen. You can see a list of all of the people in the workshop. I'd like for everyone right now to go down to the little hand and raise your hand and tell us what kind of library you are from. How many of you are from academic medical libraries? If you would click on the raise your hand button and then go back and click again and lower your hand.

How many are from public libraries? How many of you are from public libraries? No public library people? How about school library? Anyone from a school library? How about people from hospital libraries? Anyone from a hospital library? Again, click on the little hand and raise your hand. That's where you all are now. Academic medical libraries and hospital libraries? Okay. Great. Go ahead and lower your hands. Thanks so much.

### **[Slide 2]**

#### **Presenter: Diane Brown**

I'm going to go forward now that we know who is in the Webinar. Let's go over the agenda briefly. Day 1 we're going to talk about the needs of the general public and the needs of first responders. We're going to talk about the roles of libraries and the role of the business continuity. Something libraries have not thought about prior to Hurricane Katrina. We both have experience with hurricanes and you will hear us mention that quite often. Most of what we say that has to do with hurricanes carries over to any kind of a disaster.

The second day we will talk about the tool kit, partnerships, collaboration and the “big P,” which is politics. And you'll have a chance to create an action plan, and of course nothing is complete without homework.

### [Slide 3]

#### **Presenter: Diane Brown**

Learning objectives. By the end of this two-day session, you will be able to understand and identify the different roles played by government libraries, associated entities, et cetera. You will be able to develop your own relationships with your local people that will lead to a seat at the table. You will have a better idea of the nontraditional roles that libraries can play in a disaster. You'll have the tool kit that will take you through creating an action plan.

### [Slide 4]

#### **Presenter: Diane Brown**

Before we get started, there's one slide that talks about the Disaster Information Specialization Program of NLM and MLA. There are a number of courses that you can take. There are two basic courses and then some advanced courses that you can take. All of the information about the entire certification program is located on the Web site that you see right here on the slide. The place where this workshop fits into that scheme of things is that we hope to engender a change in attitude and enable you to adopt an attitude towards and determination to show what libraries can do and can be in a disaster situation. So I'm going to turn it over now to Rebecca.

### [Slide 5]

#### **Presenter: Diane Brown**

There is a last minute quote here that I always like to look at "If we really want to have effective partnerships and make a difference in our communities, we have to be part of the decision-making process in those communities." Sarah Long, ALA President, 1999-2000. I'm going to turn it over to Rebecca to get started.

### [Slide 6]

#### **Presenter: Rebecca Hamilton**

Good afternoon, everybody. First, I'm going to say a little about personal disasters and not being ready for a disaster. I became the State Library Librarian on July 1, 2005. Hurricane Katrina struck on August 25<sup>th</sup>. In my position as State Librarian there was no disaster plan in place. Nothing bad had really ever happened to the State Library in the distant past. The State Library had never been impacted by the storms. Local libraries, the big ones, had for a long time not dealt with any major disaster. The State Library had nothing in place. So I'm in this brand-new position and we have all these things happening and we found we really were not prepared. And so it's a terrible situation to be in when you are dealing with something short of catastrophic, unprecedented, and you

really don't have a plan. That's where really all of this has come from—us not having a plan and us scrambling to be in position of authority and power and being able to make things happen.

Here's a really interesting tiny little story in regard to this. When Diane and I drove to Houston to teach this class face-to-face, we're driving along on the interstate in a minivan and all of a sudden the engine made a terrible sound. We just kind of coasted off the road and the engine went dead. We ended up making phone calls and called a tow truck. We found we were not prepared for that to happen. It was late in the evening. It was in the summer. It's steamy and hot. The interstate had not been mowed for a long time so the grass was very tall and there were mosquitos out. Our options were sit in the van and wait for the tow truck or stand outside where it was cooler and windy from the cars but the mosquitos were horrible. We had no water. We had no food. One cell phone was charged and one wasn't. So you can see how when you end up in a situation where you are not prepared, bad things can happen and you are just not ready to deal with it. Luckily, we were able to reach Diane's son-in-law. He came to meet us. We borrowed his truck and it ended up okay. But that's a good example of; you know my grandmother always said, "Keep water in the car. Keep cell phones charged. Make sure you have jumper cables in your trunk." That's how to be prepared for a disaster.

So we're going to launch into four main phases of a disaster: prevention, planning and risk analysis, response, and recovery.

Libraries of all types have an important role they can play in each one of those phases. Really and truly until 2005, most libraries of all types, any planning that they did had to do with protecting the collections and maybe recovering the loss of those collections. Also getting out general information to the public. It was a very specific role of hunker down, ride the storm out, and then open up. Recover and make sure they have the information they need.

The main difference between Hurricane Andrew in 1992 which was the big storm we had prior to Katrina, the difference was the Internet. The Internet has changed the roles of libraries and people that provide information. Internet has changed how people access information. As a result, today's libraries have a much larger role to play. We really learned this after the storms of 2005. Not only did we not have really a plan in place because we had never experienced anything like this. We didn't really have an organized way of using technology or social media to help us. We learned a lot from that and we were very prepared for Hurricanes Gustav and Ike and even more prepared for Isaac, which we recently dealt with. Prior to that, it was a totally different story. Many of you have probably read about the earthquake in Haiti and the tsunami in Japan and how social media really helped deploy volunteers and get food and aid to specific areas. We're really using social media and all the capabilities of the Internet.

We're going to talk about roles and various levels of government typically played in a disaster and the traditional roles of libraries in each phase.

## [Slide 7]

### **Presenter: Rebecca Hamilton**

So pre-Internet, libraries were about prevention, getting information to people, about preventing flooding or the right kind of roof to have, different things like that, building codes, libraries would provide building codes for local people needing to rebuild or things like that, and safety information. All of those things you think about when you think about getting information to people. Also, how to protect your collection and how to dry out books that have gotten wet. It's a totally different ballgame today.

Local government, in our case parish, in your case county-city, deals with state streets, protecting the water supply, utilities, and makes sure there's adequate traffic flow. Enforcing local laws, regulations, and really getting that information that we provide out to the public. State government deals with bigger laws and regulations. The contraflow, I don't know if you all have heard that term before. Basically during a storm or right before a storm hits, state government will make the decision to put all traffic going out and not allow traffic in. It opens up both sides of the interstate or highway going in one direction. This was an issue with Katrina in Louisiana because it was done very late. So late in the game, you've got these roads finally opened up and people in some cases, people sat on the highway during the bad weather. State government really plays a large role. Federal government also plays a large role. You will recall with FEMA. FEMA can give you help on preparing and preventing different things from happening. Diane is going to talk about the planning and risk analysis pre-Internet.

## [Slide 8]

### **Presenter: Diane Brown**

Thank you. For libraries during this phase, typically what historically they did was again, provide information. Maybe they participated in local fire drills. Probably have some kind of emergency plan which dealt with how to salvage the collection. The IT staff backed up computer files and had a phone tree for staff. Local government was dealing with planning and backup plans for utilities, first responders, transporting people to shelters, deployment of traffic and safety officers, basic safety and security, and practice drills. Maybe they paid for those alarms that go off if there's a tornado. They provided contacts with the local media. The state of course, managed things like transportation of people across county lines, planning for road closures, and deployment of food.

The federal government provided food, water, and MREs, deployed the National Guard and Homeland Security. The important thing here was states have to ask for the help from the federal government and the federal government has to grant that support. There's a process that has to happen. If that doesn't take place, you have something like Katrina where things didn't get done.

## [Slide 9]

### **Presenter: Diane Brown**

The third phrase is the response phrase. I'll turn that over to Rebecca. This is that period after the disaster has happened in the immediate aftermath.

### **Presenter: Rebecca Hamilton**

So remember, we're pre-Internet here. I don't know if many of you have been in this situation. I remember being in college and being a student worker, working at a small rural library after Hurricane Andrew. The typical response of public libraries was to offer restrooms, telephones, which was back when we had a pay phone outside of the library, and a friendly face. You know, maybe getting kids in a room and giving story time. They focused on their own collections. What books got wet? Do we need to save and replace? We provided services via a buddy system. The libraries locally might work with the Water Company and Utilities Company. We worked together to make sure things are happening and all of the work was being done. I know that when I was a young librarian in that rural parish, I very often went to work in a different department. Remember pre-Internet, the libraries weren't really the hub that they were post-Katrina. We got borrowed out to other agencies.

Local governments provided transportation to shelters and security at shelters. They would set up the shelters, assist with utilities, and local traffic control. The state government provided food, water, and health information. They would sometimes provide information to local entities like public libraries. The federal government generally sent FEMA workers or military deployment and assistance of local responders. So all of these things are pre-Internet, which is different from the way we needed to respond to Katrina, Rita, Gustav, Ike, and Isaac. Diane is going to talk a little about the recovery phase.

## [Slide 10]

### **Presenter: Diane Brown**

The recovery phase is that piece after all the initial drama has taken place. People have water. They are secure. They may be trying to get back in their homes. Basically, the recovery phase is when people are trying to rebuild their lives or governments are trying to rebuild their services in their facilities. In this phase in the past, libraries might provide meeting space and work on drying out or replacing their own books or services or maybe repairing roofs.

Local government would be involved cleaning up, helping people move back, looking at people's houses to make sure they are safe, and removing debris. The state would be providing social services help for people that have been completely displaced. Requesting or handing out funding that has been allocated by the federal government.

Basically the federal role is kind of an assistant or backup role to assist the state system. Rebecca is going to tell you the story that is the general view of what libraries could do up until Katrina. She's going to tell you a real-life story about libraries in Louisiana and FEMA.

## [Slide 11]

### **Presenter: Rebecca Hamilton**

All the things we just discussed are the public libraries and their traditional role during a disaster.

We had to have a test case to determine what your new role is. So FEMA, state government, everybody had this view of libraries: You may use the restroom and use the phone. It was sort of a frozen picture of what libraries could do during a disaster and all of those resources and things had not been kept up to date. We're dealing with Hurricane Rita. We had a parish library director who was wise and she put all of her computers in her bookmobile and she drove them out of the storm to save them. Rita comes and goes. In Cameron Parish, which is right on the coast and next to Texas, people were slowly coming back in. She was devastated because she lost all of her libraries but had this bookmobile with all these laptops and computers. She contacted us and we said, "We can get you Internet access". We got with a company and we got wireless set up in the community." She had no place to set up those laptops and those computers. We said, "That's fine, we'll ask FEMA for a temporary facility." And after some wrangling back and forth on the telephone, the fax we received had said this quote that you are looking at. The FEMA representative: wrote it on a piece of paper, "Libraries are not essential services." and listed all the entities that were and circled libraries were not. So of course in Louisiana, we are already seeing FEMA workers gravitating toward open public libraries because that is where all of the citizens went to get help. So FEMA even instinctively knew to go to a public library. That's where they would reach the most people. Really, this recent change in the FEMA regulations that went all the way up through Congress can be traced back to this date in Louisiana with me and Diane and the library director in Cameron Parish, really pushing ALA hard, pushed FEMA hard, and pushed some congressmen hard to get that rule changed for us. And we did. But the rule didn't get changed until 2011. So it took that long to get libraries added to the list. It's a very important thing that happened. Now, if a library leaves town with its bookmobile and all of its relevant technology, it can apply for and get a temporary facility and set up shop and be a functioning library. The hard work we did to accomplish this wasn't a waste. In Cameron Parish in 2006, it was extremely frustrating to be one step away from being able to help people and not being able to do it because physically a building wasn't standing in that parish.

## [Slide 12]

### **Presenter: Rebecca Hamilton**

So today, post-Internet, libraries play a much larger role in all phases of a disaster.

Prevention. We are very fast to get information out on our Web site via Twitter, Facebook, and all the social media. We can get information out fast. When Isaac was coming toward Louisiana a couple weeks ago, we got information out to public library directors immediately in the hurricane zone and the other ones to be prepared for evacuees. It worked seamlessly. We had everybody's contact information. So that prevention, being ready and being able to prevent bad things from happening.

Planning, it's really the same. You want to protect your collections. Even more, that business continuity, what will you be able to do to provide the services you provide during a disaster? If your service is providing health information and you know a storm is coming your way, what do you need to do to plan to be able to still provide that service if your Internet goes down or electricity goes down? You want to keep your library open during and after a disaster.

Diane has two exercises for us to do in regard to response and recovery.

### **Presenter: Diane Brown**

We saw again, with Katrina and Rita and later the increased visibility of libraries. I believe there was one article in the National Journal that said, "The one piece of government that worked were the libraries". We were very proud of that. I think that was true all across the region.

### **[Slide 13]**

### **Presenter: Diane Brown**

### **[ACTIVITY]**

What I want to do now is say for example you are in some kind of a disaster. Some of you may be in a hurricane zone. Some of you may be in areas that flood, where you have earthquakes or wildfires, et cetera. Whatever disaster type thing is in your area, think for a minute you are in a disaster like that. And let's say that we're in the initial 72 to 96 hours. That's the first 3 or 4 days after the disaster has happened. And the general public has had their needs met as far as safety, security, food, water, and shelter. What else would people need? Think about that for a second the first 3 or 4 days after a disaster. What would people need other than food, clothing and shelter? We're going to post right now a poll and I'm going to ask you of all the things listed on the poll, to please click on the top 10 you think people would need after a disaster.

We can put the poll up please.

The 10 things you think are the most important.

I'll give it another 10 seconds.

Now, go ahead and broadcast the results. And there you can see. Looks like the top two are medicine and refilling prescriptions and information about the status of people's homes and communities. And you are exactly right. Other top things were filling in FEMA forms, getting insurance information because many times people have not taken their policy with them. Contacting family and friends to let people know they are okay. Looking up names and addresses is big. Having access to weather information is important. Identifying pills and medications and getting contact information for doctors. Also, establishing a sense of normalcy. Libraries are generally thought of as being safe, stable places to go. So just being in a library can be soothing sometimes depending on whether it's a story hour day for kids or not. It can be soothing to feel safe and normal. I do like the one where seven people have marked recharging of cell phones. That is a huge one. It's unbelievable how much that is a big deal in keeping your cell phones charged after an event.

So I think if you take a look at all of those various things, types of functions, needs that happen after a disaster.

## [Slide 14]

### **Presenter: Diane Brown**

All of those needs can be broken down into four major categories.

Communications: the need to communicate with each other, family, friends, companies, and various government agencies. The need for social service: the need for applying for unemployment, filling out FEMA forms, finding out where your Social Security check is going to be sent if you are not there, accessing information, information about "I have the blue pills I take but I don't know what they are for and need to get them refilled." There was a lot of that kind of thing.

Access to general information. How's my house doing? Looking at satellite images of my neighborhood. Is my house still there? Access to information. And you all noticed it as well, as providing comfort and a sense of normalcy and recreation.

## [ACTIVITY]

My question for you all and I'll ask you to answer quickly in the chat box. The lower left-hand corner, you can type quickly in the chat box. Does it matter whether it is a hurricane, a wildfire, tornado or disease outbreak, earthquake, chemical spill, flood, terrorist attack? Does it matter what kind of disaster it is to the kind of information people need? I see the vast majority of you are saying no. You are correct. It might. Depending on what it is. The health information may be different. In general, it looks like all of the needs that people would have after a disaster would fall into one of these four areas.

So I'm going to turn it over to Rebecca. We talked about the needs for the general public. She's going to talk about what are the needs for first responders in a disaster.

## [Slide 15]

### **Presenter: Rebecca Hamilton**

When you think about a disaster, no matter what kind we're talking about, we need to think about what role your entity, your type of library, or your type of institution plays in getting the help to everybody and anybody that needs it. That's how we think of things at the State Library. Everybody is our client. So what can we do? We found first responders are a very big client.

## [ACTIVITY]

Who are the first responders in a disaster? Start thinking about that and list as many as you can as quickly as you can. Think about all first responders. Who they are and what they need in a disaster. And list as many as you can.

Fire, police, EMT, medical information, the actual victims, critical care nurses, public health people, police, disaster teams, whoever is first on the scene. Excellent. Electric company, we have Red Cross, fireman, paramedics, police, fire, health, neighbors. Absolutely.

You guys probably see and have a bird's eye view of what the average citizen needs in the areas of medicine and care and people that maybe are homebound. Things like that. So if you don't know what these first responders need, how do you find out?

Why are we going over this? Because you need to understand, it's very important to understand the needs of the public and the needs of first responders so that you can be prepared to be at the table. In Louisiana, from the State Library down to the public libraries, no one was prepared for a seat at the table. Over all the pre-Internet years when they played a very specific role and it wasn't a high profile role, they were not included in the planning discussions for the counties and parishes and the towns that were building their infrastructure. Libraries weren't included. They weren't at the table.

So the reasons you need to understand who your first responders are, what type of things they need, those are the people that respond to the decision makers—your university president, all the hierarchy within university and academic and medical library setting. All of those people have a voice and a vote with how to deal with a disaster. If you want to be heard, speak their names. Speak your name. Make a face-to-face contact with them and say, “In this situation, your team needed this. We were able to provide this to them. Or in the future, we might be able to provide this to them and you’ve never considered utilizing us before.” So that's why we're talking about these needs of first responders and decision makers, it's important to identify who those decision makers are. So, you can have a voice and seat at that table.

## [Slide 16]

### Presenter: Diane Brown

We are going to talk about the roles that libraries can play there were eight different roles that were identified by the MLA Oral History Project. If you open up the tool kit, it was that 30 page handout you had to print out. Open up your tool kit to page 7. We're going to go over some of these eight roles that were identified by MLA as roles that libraries could play. The first one is the role of institutional supporter. This is with academic libraries. Academic libraries could act as command centers or as part of disaster plans. Assist displaced employees.

### [ACTIVITY]

What I want you to do as we're going through the next 3 or 4 pages is take a pen or pencil and if you see a role that your library can play going forward in a disaster, then just put a check mark next to that role or that item under that role. Not every library can play every role. It may be a role you've never played before. If you think about it, you may have the capability to be able to increase the types and numbers of roles you can play or potentially your library could play.

The first one was institutional support, being a command center or participating in institution-wide disaster plans. A second role that libraries can play is the role of collection manager. This is historically and traditionally what libraries have done. We put plastic over the valuable books and protected them.

The next one is information disseminator. This is what we started doing more so since the Internet. That is being able to hand out current reliable, up-to-the-minute information, being disseminators of information, being able to give information if not to the general public at least to the constituents and administration. There are libraries even hospital libraries in academic medical libraries that have acted as an information hub for the local community.

Another role would be the role of internal planner. Let's face it; we tend to be really good at planning, at looking at details and thinking ahead, at doing research. So this is a natural role for us, we can track displaced staff; we can organize information for FEMA, or the administration. Any time there is a disaster; there are a lot of things that happen. And people don't always document them. A big role would be documenting what's happening—keeping track of who is doing what.

Another role is community supporters. This would be like providing a community gathering place. Having Internet for evacuees, having people come into the library to seek out and find information on loved ones, perhaps providing printing and faxing services. Some libraries actually have gone out to shelters and done story hours for children. Libraries can manage donations of computers and donations of money. Helping people fill out FEMA forms and helping people find housing, helping them find the nearest shelter, helping them find people, finding a place for their pets. Being able to get information about lost prescriptions, contacting their doctor, bringing in

their pills and finding out what the pill looked like and what it was for, organizing volunteers within their institution and so on.

A government partner is another role that libraries can play. This is being part of a local infrastructure and local government. Working with the health department, social services, sometimes giving FEMA an office or corner where they can set up shop. That also includes setting up emergency services. People can come to the library to find out where they are supposed to go. Office space for displaced government workers. Referring people to the proper government agency.

There is also the role of educator and trainer. We tend to be very good trainers often. Train emergency responders. Provide planning and prevention information not only to their constituents but also to the general public, perhaps teaching classes in disaster management. Offering services during a disaster and training other people to go forth and do the same thing.

Then the last role that has been identified for libraries is the role of information community builder. This would be things like managing books and materials donations and financial donations. Assisting sister libraries in rebuilding. In NLM, the medical libraries have a really nice structure set up where you've paired up with each other and have the regional centers. If something happens to one library, this regional center can take over and provide reference services. So that is part of the whole role of being a community builder.

### **Presenter: Rebecca Hamilton**

I'd like to say a word about the government partner. This is a really great opportunity. Politics are often at the root of everything. Just as an example, in Louisiana, the State Library is under the Office of the Lieutenant Governor. Our public libraries are locally governed. We had a situation after Katrina where New Orleans City Park lost their offices, equipment, and everything. We offered them space at the State Library to come in, set up their offices, and get their mail at the State Libraries, and we were able to bridge a gap. Our Lieutenant Governor was not always on the greatest terms with the Mayor of that city. We were able to step out of that. Sometimes when you are a governmental entity your allegiance is to that elected official. We were able to separate from that and build a really great partnership with the City of New Orleans through helping their libraries. The city park went to their local library for help and we just sort of intervened and opened up the opportunity to come into the State Library. Think about your fellow academic libraries, your fellow partners, and the medical arena and how you can partner with each other to fill a hole or bridge a gap or extend a service that maybe you couldn't do alone but you could do with them. People remember those things. When it comes time to be recognized or included in conversations, things like that your partners will remember the work that you did toward coming up with a resolution to a situation because you worked with other entities. I just wanted to say a few words.

## [Slide 17]

### **Presenter: Diane Brown**

Rebecca already mentioned this but this is a direct quote. “Libraries are vital information hubs, and in the aftermath of a disaster, libraries take on even greater community role.”

### **Presenter: Rebecca Hamilton**

This has do with, Diane, whenever we were working with -- whenever the state library and lieutenant governor were working with the American Library Association and our senators and our congressman to try to get that FEMA role changed. It was evidence to us that immediately our elected officials really quickly understood why libraries should be included. So it wasn't very hard for them to champion our cause, because they knew what libraries meant to their individual communities and they saw the role libraries played.

I started giving the figure that in Louisiana, it was completely destroyed or closed. And our usage was down 1%. Imagine that, one third of our libraries are closed, not operating at all. Our overall statewide usage of Internet and collections was really only down 1%. That shows you how many people were in our unaffected libraries using those libraries to file for FEMA or e-mail. To find loved ones. To get help in any way we could provide it. Our lawmakers are really to be commended because they saw that in their own communities after disasters. And so they were able to really speak on our behalf at the national level to get FEMA to change those rules. While it did take six years, we did get it changed. In Louisiana at least, our law makers that were in place at that time really “got” libraries. So we saw funding at the state library level increase because of that. Those lawmakers are gone and I always say we have to re-educate a new set of lawmakers every few years. But at that moment in time, it was seen that libraries are essential. We got our law makers to understand that locally and nationally. And we got our funding changed and state aid doubled. It's dropped back down to the lowest it's ever been right now under this administration. But at that moment in time, the libraries really were the forefront of taking on even more than their traditional roles after disasters. Senator Reed really played a role in getting those rules changed.

### **Presenter: Diane Brown**

Okay. To recap, we've talked about the various roles libraries traditionally played in disasters. And we talked about how with the coming up of the Internet and how the view of libraries in general changed. How libraries now are able to take on a much larger role and have actually been recognized by the federal government as being able to take on a much larger role in disaster recovery.

## [ACTIVITY]

So what I want to do is recap and do poll number 2. Which of the following was not a major role for libraries pre-Internet? Choose one.

If we can broadcast the results.

Most of you put what is not a major role is contacting friends and family via e-mail. A few of you are assisting evacuees in filling out FEMA forms and providing access to organizations in order to register missing children and relatives. Actually all of the above were not traditional roles. Some libraries in some areas played those roles but were not thought of as traditional roles. So I'm going to turn it over to Rebecca and she wants to ask you more questions and you will answer her questions via the chat box.

## Presenter: Rebecca Hamilton

## [ACTIVITY]

I know the majority of this group is from a medical or academic library. And I wanted to get your feedback via chat on what are maybe the top five things that you as a medical librarian, medical provider can provide to your constituents, your first responders, your people in authority. What are some of the things you would specifically provide during a disaster either before, during, or after?

We are seeing, medical references, planning assistance, information on toxic substances; that's a really good one. Chemical health information, consumer health. Contact information from government and other groups. Research, patient information, health information app. Rooms for setup. Medical information to the community. Command center. Absolutely. Weather information.

Access to medical information, to the public, to the Web. Verification of medical provider credentials. Access to print resources. And any information they need. That's kind of how we see it too from the public libraries.

Phones, fax, print, e-mail. People don't realize all these things are critical after disaster and hard to find.

We got really good feedback on that one. We did see trends in those answers basically anything that anybody needs. And that's a really good way to look at this. What we found and what you will find is that during a disaster or after a disaster, you will be asked questions that never occurred to you before. You will be asked to do things that you think, "We can do that. We just never thought we'd need to do that." So having a staff and having the sort of point of view about doing whatever you need to do during disaster is a really important mind-set to have. I'm very lucky at the state library to have a staff that has that mind-set of whatever we need to do we're going to do. And

most librarians are like that. That's one of the reasons we play the role is because we're going to go the extra mile. I appreciate that.

### **Presenter: Diane Brown**

The reason we have spent this much time on this kind of thing is to look at historically the roles of libraries and increase our awareness of what we can do. I want to move on to the next section which is on the situational assessment.

### **[Slide 18]**

### **Presenter: Diane Brown**

In this section, we're going to spend some time with you looking at your individual situation to assess how ready you are to take on some of these roles. What you did a few minutes ago with your tool kits is as I was going over the different eight roles, hopefully you were putting check marks next to those things that you are doing or could do. Now we are going to step back and assess how ready you are to actually do those things. Part of being ready at work or in the library is to make sure you are ready at home. You cannot expect your staff to come in and provide good services if they are constantly worried about their children at home with no one to keep them or they are responsible for taking care of an elderly person or a sick person and there's no electricity at home. And so we're going to talk a little about assessing your personal readiness as well as your library readiness. The first thing I want everybody to do is to think about your own family disaster plan. What if, for example, you went away shopping for the day. Maybe you drove two hours to a big city to go shopping in the bigger stores. And then on your way home, there was some kind of a disaster and you could not get home. And it wasn't just a matter of not being able to get home for several hours. But you were not going to be able to get home for several days or maybe you were not going to be able to get home at all. Maybe something happened and your home was gone. The surrounding neighborhood and infrastructure were gone. How would you live? What would you need? What would you have to do to stay alive? Then also think about your staff. If there were something like this that happened, does your staff at home have generators? Do they have cell phones with un-limited text? Do most have car chargers? Do they have unlimited data and unlimited minutes on their phone? Do they have smartphones? Think about the overall capabilities of your staff.

One of the things we learned about Katrina and other hurricanes it was such a pivotal turning point in libraries and in the roles they played in disasters because everything changed at that point. State Library didn't have a disaster plan. That's kind of true, we actually had a disaster plan. I put together a disaster plan a year after I got there, after having taken the basic courses. Basically our disaster plan said what sections of the collection to cover up with plastic. It said take home all the staff phone numbers. It didn't say how to use them. It just said take them home. It said where to park our vehicles. We actually were able to park them in a parking garage. And that was it. That basically was a library emergency plan prior to Katrina. Because everything was about

the physical collection and protecting the collection, preserving the collection and then opening up again so people could get to the collection. What we really discovered is an eye-opener. With Katrina we had not in libraries at that time been talking about business continuity. That was a whole new idea for us. How do we maintain our services? How do we offer services without our building or print collection? How do we offer services with only a third of our staff or a few of our staff members? And on top of that, what services do we provide? Do we provide the services we've always provided or are there different services we need to be providing after a disaster? So it was an entirely new mind-set, the whole idea of continuity of operations. Rebecca and I got together and said okay. Now we have generators so we can operate out of my garage. I've got Internet but she doesn't, so she can come to my house and use my Internet and we can use her generator. What would happen if you couldn't get into your library for two months?

### **Presenter: Rebecca Hamilton**

Which did happen in Louisiana, there were libraries that were completely wiped off the map and parish governments saying "Get your staff. Tell me how you are going to function. If you don't have services to provide, we're not going to pay you." We had all these things we had to deal with. So the libraries needed to provide their service.

### **Presenter: Diane Brown**

Additional things, thinking about capacity, core services. How would your library continue to operate if you cannot get into the building? Would you, for example, know how many of your staff had unused vacation time? Or annual leave? So they maybe couldn't come in because there was a tree on their house. Come into work after a disaster. Do they have enough annual leave built up so you could pay them? How would you pay them if you cut physical checks to hand them out? How would you pay your staff? In today's world most people have electronic deposit of their paychecks. What happens if the electricity is out and your staff can't use an ATM to get their money? All kinds of things we were faced with we had never thought of before in terms of just the business side of keeping a library operating. Do you have contact information for all of your database vendors? Say you do have Internet available but operating out of a different location. Do you have contact information for your database so you can give them the new IP address for where you are located? How would you tell them what your account number is for your particular database?

What about new books? You have incoming new books. What if the building is not there? Is UPS going to set them on a sidewalk or do they go back to the publisher? Can you get ahold of the publisher and ask them not to ship the books? These are all kinds of things we had not thought about prior to Katrina and Rita.

Then there is the whole issue of inter-library loan. You sent materials off to someone else. If something happens to that library, what happens to those materials? Or conversely, inter-library loans and materials were sent to you and all of a sudden your building is gone or you can't get

back inside. How do you let those people know you lost the materials? Do you know all of your passwords and log-on for being able to get into the systems to tell people that you are going to be gone or you're not going to be a lender for a while?

This is the information we discovered. We didn't have it at our fingertips when we needed to know these kinds of things.

### [ACTIVITY]

The next thing we're going to do now is we're going to talk about your own capacity. In your toolkit turn to page 10. If you look at page 10, we're going to go through and talk about some of these questions. I've already mentioned some of these. But really what you are going to do right now: get a step up on your homework. And if you don't finish it, your homework is going to be to continue this tonight and be prepared to talk about it first thing in the morning. Go along and do your own assessment. You are going to work your way through these questions. Do you have a disaster plan? Does your staff have home Internet or generators? It's a series of questions. Does my institution have wireless? Does my institution have Internet? I know this is true for a lot of medical libraries. Does somebody else outside the library manage IT functions so your IT is so locked down that someone could not come in and put in a flash drive and bring up a file and use it. That's something else to think about. And because you have Internet doesn't mean you have electricity. Do you have the usual; we're not going to cover this, flashlights, flash sticks, and face-mask, gloves, and first aid kits?

What if some of your materials aren't okay? There's partial water in your building? If you're closed and don't have the air on, you are going to get mold in the air. How are you going to deal with that kind of thing? How are you going to let people on the outside know that your library is open and that you are available to offer services? We were the only state government entity that was open after Hurricane Gustav when all of downtown Baton Rouge was without electricity for five days. The State Library was open because our IT guy hooked our servers into a generator. We were actually able to offer wireless at the State Library. We had policemen sitting in our parking lot using our wireless because their own agencies were down. And we also opened up long before other government entities opened up and called radio stations and said "We're open for business. We've got 15 laptops set up for the general public to come in and use the Internet." And because there was no way to broadcast that information over state government Web sites, we actually went out and put a flip chart up on the street that said, "We are open. We have Internet." And then people driving by would see it and come in. Going forward, we know we need to have a pretty written press release that we can send to the media. We have that; we actually had that when we need it.

It is about 2:00. I'm going to give you all 10 minutes right now individually to go through and start answering the questions for you and your library on pages 10 to 14 in the tool kit. So right now, we will log back on or we will start talking again at 10 minutes after the hour. At that point you will have completed going through pages 10 to 14 in your tool kit.

If you did not finish, you will have homework.

### **[DISCUSSION]**

What I would like to do is open it up to any questions and while a question did come in over the chat box I wanted to address. Not sure if partnership with public libraries that a hospital library should publicize that the public should come to the hospital as the hospital will have a surge of people going to it. This is true.

I think each library needs to—and this is part of what you are doing here—assess its own capacity to be able to let members of the general public in. I know every hospital library I've ever been in was generally fairly small. They didn't have a lot of room for the general public to come in. However, if you think about it, what are your library skills doesn't necessarily mean you would be offering those services in the room where your library is located. All of those people coming in to a hospital hopefully have with them caretakers who are going to have information needs. And need to be able to get to Internet, family, friends, et cetera. So does your library have the capacity to maybe have 10 laptop computers that could be set up in an area of the hospital where there's Wi-Fi? And then your staff, because they are used to be able to be at computers, could then be deployed to help people at those computers to manage the traffic or have people sign up for a half hour on a computer or laptop. Even though you may not want those people coming directly into your hospital library, it could be there are services that you can provide, but you may be providing them outside the four walls of your library.

### **[DISCUSSION]**

Does anyone have questions? You can ask via the chat box or press star 6 to unmute your phone and ask questions if you want to.

Were there any questions on these pages from 10 to 14 that you wondered why we put that question there?

### **[FACILITATOR]**

#### **Siobhan Champ-Blackwell**

I see there is another question that's in the chat box in green. Do you need to scroll down to see it or do you want me to read it to you?

#### **Presenter: Diane Brown**

### **[Discussion]**

The one I'm annotating the tool kit selection.

Yeah. That's fine. Feel free to write whatever you want to on the tool kit. It's yours to keep.

Were there any questions that surprised you? Like, why would we be asking that?

One of the things in the face-to-face class that people were surprised at was the second and third questions from the bottom. Do I have the latest version of Explorer, Firefox, and Google for all PCs? Who would think FEMA would be using the latest version of Internet Explorer? None of the libraries had loaded the latest version of Internet Explorer. None of the donated computers had the latest version of Internet Explorer. Who would have thought the FEMA form would only work from the latest version? Those kinds of things will trip you up.

Are there other comments on the questions?

Comments or questions about anything we talked about today. This is your time to ask questions, to pick our brains, et cetera. Press star 6 to unmute your phone or you can ask in the chat box. I'm getting some comments that the latest versions are not standard in our institutions.

I know many of you have problems with firewalls. Your IT people have everything locked down. You probably yourself couldn't go in and download the latest version of flash or ADOBE player or something like that. They have everything locked down.

I noticed in the chat, and we also said it here, there's a group of us here about the forklift.

Oh, the forklift. Yes. That was interesting. I had that question. Immediately after Katrina, we had people all over the country that think.... One hundred libraries have been destroyed or damaged. Let's send them books. There were Boy Scout troops that went out and had book sales and bought books and sent them to us. And it's kind of hard to say no. So we actually filled up the library— every corner and closet with books that would just show up at the loading dock. One day, I was out of the building and I got a call on my cell phone from one of our staff on the loading dock, and he said, “Do we have a forklift?” And I said, “What?” He said, “Do we have this hand forklift?” He said, “I just got a call. There's an 18 wheeler rolling in with donated books. So we did have a forklift?” Hopefully that will never happen to you. But if people are going to be bringing in donations of water, clothing, books, et cetera. You need a forklift. Good question. Other comments?

How is this list developed? From experience?

Yes, Definitely.

That's true. If you are going to have a motorized forklift, you have to have somebody who can drive it.

Make real good friends with your IT staff. In a disaster, they can make or break your services.

Any other questions?

How do we recommend planning for opening firewalls? I'm not an IT person. That is a conversation you would need to have with your IT people and explain to them what you are doing and exactly what ports would need to be open to what URLs or what agencies, et cetera.

Any more questions or comments?

Is our library part of the local emergency operations plan? We are part of the state emergency operations plan. Both Rebecca and I were required to take and complete the ICS training, Incident Command System training. The two of us are listed as first responders, as people that can be called in at anytime, anywhere, 24/7 for an emergency. So yes, we are. At the State Library we have 10 staff members that are designated as first responders in the event we try to open in an emergency situation. Those are the people that would be let through any kind of security blockade.

Any other questions? Okay. Homework. Never let it be said I didn't give you homework.

## [Slide 19]

### **Presenter: Diane Brown**

Most of you have probably done it. If you did not finish, go ahead and review and complete the pages 10 to 14 in the tool kit. And tomorrow, I would like for you to be able to spend a few minutes at the beginning talking about your assessment of your capabilities. Do you think you are 10% ready to go? Do you think you are 15%? 80% ready to go? Where do you think you stand on a readiness scale? So we'll spend a few minutes at the beginning tomorrow talking about that.

## [DISCUSSION]

So my last sentence is, we have one more comment here. I agree about the IT. We had major flooding. The whole state capital went under, including the main servers for statewide health services. No backup was in place. My first thing to do after the end of this is to check up where we are up to ensure it doesn't occur again. Exactly. With Katrina the State Library had a backup IT server. It was in the hurricane zone. So we realized quickly that we needed to have a server further north. And so it took us three years to save up the money. But one week before Gustav hit, we had gotten the money and turned on our backup server that was in the northern part of the state. Ironically that library did sustain a hit but did not lose electricity. You need to have a server. One of the things our IT people did was buying servers that match all the same. So if one server goes down, they can take the functions on that server and put them on another server if necessary. So they try to keep all of our servers standardized. So it's a matter of reloading quickly from one server to another in the event one of them goes down. Any other questions or comments?

We'll sign off for now. Thank you all very much and see you all tomorrow at 2:00 Eastern Time 1:00 Central Time. So thank you all very much. And we will “see you” tomorrow. Bye-bye.

**[Event Concluded]**

## September 20, 2012, Day 2

[Slide 20]

**Presenter: Diane Brown**

Welcome back to Day 2.

[Slide 21]

**Presenter: Diane Brown**

The first thing I am going to do is go over the agenda for today. We are going to talk about partnerships, collaborations, and the big P, which is politics. We are going to talk about gaining influence and we are going to give you some tools to help you create your own action plan. I want to spend just a couple of minutes reviewing what we did yesterday. We talked about the needs of the general public, the needs of the first responders, and the various roles that libraries can play in a disaster. We talked about the traditional roles libraries had played in the past, where primarily a lot of times they just closed because it was thought there was no need for the books in a disaster. That all changed with the Internet and suddenly libraries became very essential. They are the place to go during and after a disaster to get access to information, access to the Internet, and contact families and loved ones. The reason we talked a bunch about this yesterday is because it is important before, because the title is "A Seat at the Table." But before you can go to the table, you need to know what it is you have to offer the people at the table. So that is why we spent as much time as we did yesterday doing your own assessment and seeing what services you can provide to help you think of other services that you might be able to provide or more outside of what you usually do. Because when you get to the table, and we are going to go over that today, we are going to tell you how to act and dress when you get to the table. But when you get to the table, you need to know what it is to offer to the people at the table. We are going to talk a little bit later about influence. Influence is basically the perceived value that you have to the people at the table. The more they perceive that you have value to them, the more influence you are going to have with the people at table. That is why we spent as much time yesterday just talking about the different roles. What I want to do right now is just take a couple of minutes to talk about homework. So I had asked everybody to please finish out the section on assessing your own institutional readiness and to be able to offer either the same or additional services different from what you have done in the past.

### [ACTIVITY]

So I would like to ask everybody right now, if you would, in the chat box, I had asked you to come up with a percentage, just very quickly put in the percentage of where you think you are right now in terms of where you want to be having a seat at the table. Good, I am seeing 5%, 10%, 20%, 70%, all right, another 75%, 30%, 15%. I think that is supposed to be 40%, 50%, 25%, good. 50%. All right, good, it looks like we are all across the board some are high at 75% and some are at the 5% and 10% point. Hopefully by the end of the session you are going to be closer to the 80% to 85%. I am going to turn it over to Rebecca right now and we are going to start talking about partnerships.

### [Slide 22]

#### **Presenter: Rebecca Hamilton**

What we learned and what everybody will learn when they have to deal with either a disaster or a tragedy or something is that the partnerships that you create with those, during those times are going to become valuable to you for the long term. It is important to know exactly what partnership is, what collaboration means, the difference between those two things, a consensus, what that really means, and the benefits and negative of a partnership and there are both.

### [ACTIVITY]

What is a partnership? Start listing what a partnership is. What do you think defines partnership? For example, cooperation is one. So list the answers via chat. So what things make up a partnership? So let's see good answers, mutual aid, mutual agreement, common goals, legal agreement, compromise, trust, mutual respect, and patience. Those are all good things. I had listed cooperation from both sides, a formal agreement and understanding. Can be informal agreement, a common goal, and the ability to work together. So we are all on the same page on what we think a partnership is.

### [Slide 23]

#### **Presenter: Rebecca Hamilton**

### [ACTIVITY]

Now think about the term collaboration. List those things that are part of collaboration or the definition of collaboration. Moving along the same path together, something to offer each other, compromise, working toward a shared goal, very good. Doing my share of what I agreed to do. That is very, very important. Working towards the common goal, work together, so again we are on the same page. I had working together, achieving a common goal, two or more people working together, and a collective determination to reach an objective through sharing information,

resources, and building a consensus. That is what we do every day as librarians. So we have defined what partnership and collaboration are.

So let's move onto consensus and community. A consensus is different from unanimous. In some situations you are going to end up with a unanimous agreement on some things. And some situations you'll have to get a consensus. Consensus really is 80% agreement but 100% buy-in. At our place of employment, not everybody has to agree 100%, but you need to buy into the process. You need to be "pro" the process. You are not, if somebody is hanging out there being negative or completely in disagreement, then you have got issues. You have somebody that is not going to be on the same page, not on the same team. That can slow down the process. So remember, consensus is very different from unanimous. Consensus is where you want to be to move forward with something. So Diane is going to a little bit about the benefits of partnerships.

### **Presenter: Diane Brown**

Just to throw in something about consensus, a lot of times, and this is in general, if you always try to get people to unanimously agree, you may as well give up because it is not going happen. It is just going to slow you down. You need to get 80% agreement and 100% buy-in to whatever the decision is. People can support it and stand behind it 100% of the time. Strive for consensus. Don't try to hold out until a decision is unanimous.

### **[Slide 24]**

### **Presenter: Diane Brown**

### **[ACTIVITY]**

So now we are going to do a poll and I am going to ask if we'll put up poll number three. Okay, and if you would go down and check the possible benefits of partnership. You can check more than one box. Check the ones that you agree with. Okay, very good, we can go ahead and broadcast the results. Okay, looks like the top ones were providing an opportunity to draw on expertise in areas the library does not have. They are going to have expertise and skills that we might not have. People that have accounting experience. People that have, you know, safety experience, security experience, lawyers, you are going to deal with a lot of different people that have a lot of different areas which you can draw on. And the other one you mentioned was provides an opportunity to make the library more visible in the community. Exactly. The more you can talk about what you can do for people, the more visible the library is. One of the reasons we had the trouble in Cameron Parish that we talked about yesterday was that the libraries were not necessarily at the table. We know that those libraries where they were at the table prior to the event, prior to Katrina, they fared much better after Katrina in terms of working with their local people, local responders. Those people who were not already integrated into their communities and into their local governance structure, they were kind of left out. And when it came time to start handing our FEMA money, they may or may not have been high on the list to get any of it.

You need to be at the table prior to the event happening. Right on with all those that you marked. Initiates the process of deliberating and negotiating, encourages trade-offs, and increases flexibility. It does give, the library director, or whoever is appointed to a task force, the chance to develop leadership skills and learn how to be a partner, and how to describe in non-library lingo, and I cannot say this enough, how to describe what the library does and what the library can offer and talk about it in the language of business and government and be able to explain what libraries do and how they benefit everyone without talking about library stuff.

### **Presenter: Rebecca Hamilton**

And that is in the tool kit. We did include a little list of key words to use in those discussions.

### **Presenter: Diane Brown**

I don't talk about the local automated system. I talk about our contact and inventory management system because they can understand that. Okay, a contact management system they get that and an inventory system that keeps up with the books; that they can understand. If I talk about our OPAC or ILS, they have no clue what I am talking about. I just throw that out to watch our language. Now interestingly, you all did exactly 100% perfectly. The three that were not benefits, that is, allows for "passing the buck" if something goes wrong, not a good reason; making the director more important to the library staff, also not a good goal or reason; and it is not easy and things will go wrong, definitely not a reason for partnership. I did notice one of the last ones that you all were marking was the last one; it said spreads the risk and allows the library to try new things. Initially no one marked that as a benefit. That is a benefit of partnership. It does spread the risk. If you are going to undertake something that is going to cost \$20,000, and the risk and the cost of it is spread over a number of different agencies, then that does decrease the risk and the cost. Of course, also, things can go wrong and will go wrong. But it does decrease the risk and allows you do more things and do things differently and that is different from passing the buck. Okay, let's go to poll number four. Can we put that up?

### **Presenter: Rebecca Hamilton**

Now we are going to talk a little bit about the negatives of partnership. And there are some negatives. I think everybody should go into every potential partnership with your eyes wide open, with your antennas up, your intuitions engaged so that you can be mindful of things that can go wrong and be bad about certain partnerships. This next poll is going be, we want you to think about the negatives of partnerships and start identifying those. Yeah, check all of those you think apply and when we are done with this, I have a really good case example of the positives and negatives of a partnership.

Okay, can you go ahead and broadcast the results?

Okay, all right, it looks like everybody picked all of the right ones. There is, let's see organizational missions and focus of various partners may not be the same. The ones not marked are those that are not necessarily negative. The library may be able to more effectively target services to the community; that is right. Community partners may derive understanding and appreciation of what the library does and the greater range of resources to draw upon. Those are very positive. So the negative items that everybody marked are absolutely the right ones. I am looking at them right now, and really in my own mind, thinking of all the times we have had to deal with some of these. In fact, I have a really good real-life example of knowing when to go into the situations with your intuition on and keenly aware of your surrounding and who you are working with and maybe the hidden agendas. We had a situation at the State Library where we thought we were going into a situation that was the best it could be. When that first round of stimulus grants came out, there were some tremendous opportunities there for the State Library in regard to broadband adoption, to laying fiber, training, and all those things. We are one small agency in all of state government. So we learned early on that two of the items that the federal government was looking toward funding applications were one, having the sign-off and support of the Governor of the state. That was not the deciding factor but that counts toward the application, and two, having multiple partners, and three, having some cash match. So of course we are under the Lieutenant Governor in Louisiana and we had a Democratic Lieutenant Governor and he was very much for what we were doing, but we didn't know if we were going have the support of the Governor's administration. So we sought out partners and started to talk with the Department of Education, which is under the Governor's Office. It is a huge agency. They had cash toward the match. We were good to go. We learned pretty early on they had some not so pure agendas. Our agenda was to get training out, to get fiber laid, get broadband adoption in the areas that didn't have it, and really impact workforce development. The Department of Education had some goals toward what would be easy to write, how we can easily show that we were successful, what the Governor would want to see us write. So to us it wasn't an authentic way of approaching writing that application. So I got with my staff and we really made the decision to pull out and do our own application. Now we had no cash money, we were not under the Governor's office, and we had no partners so we took a risk and wrote our own \$9 million grant. Not only were we funded, we were ranked higher than that other application in the realm of the opportunity to really make a difference in the Louisiana. So we got our \$9 million and the Department of Education got their \$80 million. And at the end of the day, fast forward a year and a half, two years down the road, we are halfway through our grant having success like you wouldn't believe, and the other application, the applicants could not agree on what they wanted to do and they could not report to the feds properly as they were in such disagreement that they had to give that \$80 million back. So we took the risk of pulling out. We had to know when to step out. Now that could've gone wrong for us and we could have not been funded at all and the Department of Education could have been funded. We could have been criticized for missing an opportunity. But we felt had we stayed in that process our goals would not have been met. So we had to make that decision: when do we step out of this? We did and it worked to our advantage. So the point I am trying to make is when you go into the partnerships, really think about the agendas of the other agencies and if they don't line up, get the information on the front end and then at some point you may need to make the decision: this is not for us. So I want you to always think about that when you go into those important partnerships.

## **Presenter: Diane Brown**

Good. Rebecca is going to move on and talk about what I call the big P — politics. Let's see, can we take the polls down? Go away.

## **[Slide 25]**

## **Presenter: Rebecca Hamilton**

Now, politics is a dirty word to a lot of people. It is not to me. I sort of thrive on it. It is like once I got the hang of it, I really did get the hang of it. Politics not necessarily meaning your elected officials, but even local politics. My dad used to say every situation is a political situation if you're dealing with people, money, and ideas. So it is important to know who your political allies are in state government, federal government, and in local government but also agency-wise. You know, you all are working in a medical library. Know who your allies are out in the medical library world, the academic world that you can rely and count on to work with you or give you advice or give you feedback. With politicians, the kind we do elect, they can be powerful allies. I tell everybody on my staff to not miss an opportunity. If you are invited to a social event or you see an elected official at a gathering, make yourself known, introduce yourself to that official, and say your name out loud. It might be the President of the university or the Chancellor, or the Dean, those people on the pulse who make the decisions. So introduce yourself and say your name. Then the next time you see them say, "Do you remember me?" And they are going to start to remember you. And don't be shy about using their clout if it can help you and your library. Win people over ahead of time. Don't miss the opportunities along the way. Then when you are in a situation where you need some of those heavy hitters and you've already made connections, you already know them. They know who you are and what you do and what you can provide. For example in Louisiana after Katrina and Rita, the state was struggling to get everyone fed—to get the people who had to evacuate fed and clothed and housed. It was a chaotic, dark time in our history. I happened to have a good friend that is related to John Bolt, the well-regarded chef, and I made one phone call and she made one phone call. Before you know it, John Bolt is cooking at a soup kitchen for all the people that were evacuated from the storm. That is because I knew someone that was related to him. She called him and put him in contact with the Lieutenant Governor. We were asking for help. He donated his time and staff and he didn't charge anybody. Mitch Landrieu, who appointed me, when he left to go to New Orleans, we stayed close friends. He knows how I work. He knows that he can trust our work at the State Library and I know if I call him about an issue in New Orleans or the New Orleans Public Library, he is going to step forward. I e-mailed him and he e-mailed me back. People were telling me after Hurricane Isaac he was very hard to reach, but I e-mailed him to let him now know the libraries were okay and he wrote me back immediately because we had that previous relationship. I worked hard to keep that relationship going after he left. He has been gone, three years now, almost four years, and I still feel close to him because I kept it going. It was up to me. Governor Foster, one of Louisiana governors from two of three times back, is from the town where I got a lot of my library experience and I know that when I call

his wife, they step forward and do it. So you may not necessarily have the opportunity to be in the same room with these elected officials but when you are, you do everything you can to make sure they know who you are and what you can do.

Medical information and our elderly and all of the special populations that you guys helped and students that are going out to the field and work with the elderly populations that, is really, really important work. And you know, in Louisiana, I know that lawmakers are ready to hear from those people working in the field. We are worried that during a crisis that our special populations are taken care of. Are they getting what they need? So it is important to know who the leaders are, not just elected officials but local leaders as well. You may have a local community activist in your community that people notice because they go to every council meeting; they go to every university meeting and make themselves known. If that person is positive and helpful, that person should know what you are, if they can do something to help you. You will spot the characteristics of a leader immediately. People listen when they talk; people pay attention when they enter the room. People want to know who they are. That political piece, sometimes we say politics is a dirty word because sometimes it can be a dirty business. The politics of the local communities, communities being your library, your university, your town, your county, your state, all of the communities count.

I think we are going to talk a little bit about community concepts. So why do you think it is important that we talk about the characteristics of communities and leaders? (Specifically communities in this part of the conversation)

### [ACTIVITY]

So think about, you know, write down, I don't think there is a poll, just write down and chat about answers. Why are we talking about the characteristics of the community? Why are communities so important? Take a few minute to do that: both the good and the bad.

Okay, so, we have got some good answers. Well, we serve them and they back us up. The library has a role in the community. Networking is always important as you get to know them and they get to know you. You can offer assistance and they can reciprocate. That reciprocation is very, very important. Communities are essential in a disaster, working with strangers. We can't emphasize that enough. We left those disasters with a lot of new friends and new partners. Communities already realize the importance of forming consensus. That is very true. That is a very good answer. Disasters are local and libraries may not be from communities they work in. That is true. We spoke about how library usage in Louisiana was down very little with one third of our libraries closed. People were coming from all over the place to new libraries they had never been in before. You have to know what resources a community has and what they are likely to need in a disaster. We do not live in a vacuum. All very, very good answers.

Think about the definition of a community. I have a really good definition right here: "People who live in a geographically defined area and who have social and psychological ties with each other and with the place where they live." I think that is very good definition. We are going talk a little

bit about the community social capacity. It is the community's ability to work together. We have been in situations where the community—meaning either the library community or the actual community of the place—where you can tell there is a seamless smooth way that they work together. Where in other situations it is very contentious and it is not very smooth and there are stumbling blocks all along the way. But the focus of social capacity is not always on task accomplishment. We go back and forth on this. The social capacity, with so many ideas and ways of working and ways of thinking about things, achieving things, you are going to have situations where the end result is the most important thing, maybe not necessarily what you have done along the way or vice versa because there are so many pieces to the social capacity. Let's see, project goals. Right, as you work through a project or a disaster or something big that you had to deal with, your community or partners, always think about that building community. You know, somebody new moves in from out of town, they are now working at your library or living in your community, always work towards building the community and working towards a common goal and it really does start at the top. Community leaders are often elected and then it trickles down to all of the people who work with us, in all levels of government and communities and in our libraries. The idea of building communities really should start at the top. In our case at the State Library it starts at the top. We have a real sense of community, how we work but not everybody has that. You may have to pick up some of the slack for that community building that doesn't necessarily start at the stop. We've all seen a situation where somebody moves in and takes a leadership position and they are maybe not invested in the community where they live. I have seen new library directors come on board and I can always tell the ones that are invested in the community and the ones that are just here for a job. So you are not going to have a perfect situation all of the time. But if you can get that buy-in with the top, with the top leaders building community, and it trickles down every tier on the poll where everybody is working towards that building community, everything else will come easy because the foundation will already be there.

There is a difference in leaders and organizers. I think as librarians we are all natural leaders and I think we are natural organizers. My husband says I'm too much of an organizer. He wishes I was less organized. Leaders are internal and take on the management role. Organizers take on an external role and help design and plan and organize implementation. So those are all important in regard to this idea of politics and community. It has to start on the top. We have to have buy-in. Know when to step out. Know when somebody is not on the right agenda. Politics, in the sense of community leaders, elected leaders, local leaders, informal leaders, and leaders within your library and in your institution. Think of all of those things under one big umbrella.

Now Diane is going talk about the roles that you and your library might play in building partnerships.

**[Slide 26]**

**Presenter: Diane Brown**

As we go along I am going to share with you my favorite quote in the webinar, and it is from a book called The Agile Librarian's Guide to Thriving in Any Institution. The author's last name is McKnight and that book is listed in the bibliography in your tool kit. I just think this is a fabulous quote, "Administrators are not born with a librarian appreciation gene." In other words, a majority of people out there don't have a clue what we do. They can think mom and apple pie but try to get them to define what we do and why it is important, they can't do it. So it is up to us to talk about what we do and help people understand what we do and why we are important. Someone said it is a great book and it is a fabulous book. It has some really good stuff in there. If you're going to buy one book off the bibliography, you might take a look at that one. "Administrators are not born with a librarian appreciation gene." is a great quote.

## [Slide 27]

### **Presenter: Diane Brown**

Early on I mentioned that what you are trying to do is get influence. You want to be influential in your community. You want to be able to get a seat at the table, have people listen to you, want to be involved. The way again to do that is with your perceived value to those decision makers. Again, as I said first thing early on, the reason we spent as much time yesterday talking about your role, how to get prepared, and how to decide what you can and can't do, is because you need to be able to know as you go to the table what it is that you can offer those people at the table; that being the reason behind thinking about and talking about the role. The amount of influence that you are going to have when you get to the table is absolutely related to their value of what you can offer. If they don't see that you have anything to offer, you are not going to have any influence at the table. So what we are going to right now is have a self-assessment.

## [Slide 28]

### **Presenter: Diane Brown**

### **[ACTIVITY]**

So if you would, turn in your tool kit to page 15. Turn to page 15 in the tool kit and go alone and just check off the characteristics that you think you have. These are characteristics that would be needed to work in a political environment and to get a seat at the table. So go through and check off the ones that you have already or if you think of any others on the list add them to the list as well. About one more minute.

Okay, by now you should have gone over the list and taken a look at it. If you see you are lacking in a particular area it may be a skill or characteristic or an ability that you need to work on. As you spend more time collaborating and trying to form partnerships, it will give you the opportunity to develop some of those skills.

Using the chat box right now, are there any characteristics that you would like to see added to the list? Thick skin? Okay, I like that one. Be able to multitask quickly. Can any one person have all of qualities? I think we would be perfect if we had all those qualities, but it is something to aspire to. Good listening skills, contacts at other libraries, and ability to go along with something that is not your idea. That is tough. That is very tough sometimes. A couple other ones that were added when we did the face-to-face workshop, they said the abilities to translate library stuff into plain speak. Be able to communicate clearly and simply without using library lingo and somebody who is positive and willing to say yes. Willing to step in and help out in other areas even if it isn't library related. We have some more things on chat, contacts with other libraries, able to work with all types of people. Physically able to travel. Thick skin is coming up again. Great, very, very good answers. So those are characteristics, again, just sort of an assessment for yourself. I am one of those closet people; whenever there is a self-assessment in a magazine, I am compelled to fill them out, always. I personally love all of the little self-assessment type things.

### [Slide 29]

#### **Presenter: Diane Brown**

So moving on, let's talk a little bit more about how to build influence, well, H.O.W. stands for honestly, open-mindedness, and willing to listen. And later Rebecca is going to talk about integrity and dealing with people and how to not backstab someone.

### [Slide 30]

#### **Presenter: Diane Brown**

But before we do that, I want to turn it back over to Rebecca and she is going to talk about building influence. Something called Know-Show-Tell.

#### **Presenter: Rebecca Hamilton**

Thanks. The notion of Know-Show-Tell is very important. I always say show what you know right away and leave a lasting impression. If you have just a few minutes to introduce yourself to somebody or get their attention or make an impact, know exactly what you are going to say before you talk to them. "My name is Rebecca Hamilton and I'm a State Librarian and we helped your library during the storm and your staff was great and I just wanted to tell you how impressed I was with your library staff." Then they are going to remember that you gave them some praise, that you gave their staff praise. That is just an example. I believe in your tool kit, we have a sample of the elevator speech, Diane? That is just a very concise, quick, articulate way of getting somebody's attention. Telling them what you want to tell them in a way that will be memorable, in a way that is appropriate and accurate. So they know who you are and who you are with. It is

important to know who those people are. Show what you know right away. Leave that lasting impression. The show piece, dress, appearance, and first impression.

I have an interesting story. Everybody sees the idea of looking professional very differently. In the library world there is a difference of opinion on what is professional and what professional dress is for what specific job or position. I have an interesting story about someone here in Louisiana at a very high level of state government. She was secretary of one of the departments and then went on to be the Commissioner of Administration under the Governor. She was the highest non-elected position in the state, second only to the governor and building the budget. She has a very interesting point of view about what gets attention, what shows who you are, and what you know. She is very tall about 6'5. She wears men's double-breasted suits in dark colors. Her clothes have to be made because she can't find very many things that fit her off the rack. Her idea of professionalism is to blend in and look like one of the men really or the people in the top echelons of the state government. She would say that has made a difference because she feels she is not distracting, like her physical attractiveness is not distracting because she really has this toned down, very little makeup, no perfume, and kind of dresses like a man. She is stunningly beautiful, but she just blends in with the men. In her opinion, she dresses the part. In Louisiana, we have an aggressive dress code. My staff has a tight dress code, but it changes for different events or types of programs; that is we do and it is pretty much business casual unless there is a presentation, go to the State Capitol or something. My point of view on this is just always look clean and tidy and look the role—look like the intelligent, very capable people that we are. That is the rule that we follow. The first impression leaves a lasting impression. We have a lot of library directors and their staff who wear uniforms and they all wear uniforms, which is the polo shirt with the little logo. They especially do that during their Office of Emergency Preparedness meetings. I had one librarian tell me that when she gets invited to those meetings, the parish uniform is a polo shirt and khakis so she actually wears her polo shirt and khakis when she goes to those meetings; kind of like my other friend just to blend in. So just be mindful and think of the impression that you give, and those first impressions during a disaster or when you are with a certain set of officials. Your appearance is going to change based on whether you are giving medical information, working with students, or meeting with the dean or director. So your appearance is going to change with that.

And tell, it is important, and we don't do this enough as librarians, I have always believed that we don't tell enough about the value of what we do. We sort of do what we do and it is fine to get credit for it, but we are going to do it any way. It is really important to start talking more about the value about what we do especially in light of what libraries of all types and all kinds have done since 2005 until the wake of earthquakes and hurricanes and disasters. We have been stepping up and playing more a critical role than ever before. So every chance you get the opportunity to tell the value of what you do, you should do that. You should have your own elevator speech written in your mind. Write it down on paper, concise, relevant to what you do. Go where the people are that are influencers, where you can portray the value of what you do, like OEP meetings. We watched librarians in Louisiana; they are being invited to things that they have never been invited to before, like the Office of Emergency preparedness meetings. I heard one librarian tell me she was invited to a meeting of community planning. They are talking about roads in their parish and

building new schools and new community centers and she was included. It was a shock because she had never been included before. She believes it is directly a result of how the library performed for local officials and for evacuees after those two sets of storms we had in '05 and '08. Again, use the word client, not customer. The people we help are our clients. This is the kind of language officials understand. They know what a client means. They may not associate what we do with the word “customer.” Give them more than they expect. You have to use your intuition to know when to stop. If I get started singing praises of librarians I will go on and on. You have to know when to stop. You have to know what is relevant and what they need to hear. Talk about your great customer service skills or the skills of your staff. And you know, tell them, “We are open on Wednesday nights. We noticed that you guys have meetings on Wednesday nights. Did you think about using the libraries where you can meet my staff face-to-face?”

So I think now we are going to do a little exercise about writing your own elevator speech. What are two or three important things someone needs to know about your library?

## [Slide 31]

**Presenter: Diane Brown**

### [ACTIVITY]

We are going to have you write about your own elevator speech. It is something that you would say if you were locked in an elevator for 30 seconds with someone in local government or maybe your hospital administrator or the provost or chancellor or something. What would you want them to know about your library and how you can help during a disaster? So it is usually like a 30-second thing that you can say. You want it to be something that you can vary based on the audience. You might want to say something different if you are talking to an emergency responder then to a hospital administrator or a chancellor or provost of a university. It needs to be customized on the fly. So here is an example of a sample elevator speech. This is from the town of Sample: “The Sample Public Library provides a huge return on investments for taxpayer dollars by providing resources, including free Internet access, programs, and expertise to the 300,000 people of Sample. Our goal is to train the citizens for the workforce, provide needed services to resources to our citizens and to partner with public and private entities to maximize our potential and to reach a broader audience.” You would want to be able to just have that roll out and roll off the end of your tongue whenever you need to say it. If someone says, “What does your library do?” You need to be able to answer that quickly. You need to use language that non-library people will understand. If you look in the tool kit, on page 16, that is the next page, you are going to see a list of buzz words, things like using the word “client,” not “patron”—that sounds like a patron of the arts. Even “customer” is going by the wayside. Now we are talking about clients. Using terms like “to facilitate,” “to expedite,” and “value added,” or “IT,” not “computer services,” “information professionals,” not “librarians.” There are a lot of terms that you can use from the non-library world, from the business world that will help people understand in a better way what libraries do. Rebecca is fond of saying, “All library directors are CEOs. They are CEOs of multimillion dollar organizations.” There are libraries that have budgets of a million dollars or

more. How many of us thought of ourselves as the CEO or the CFO of a million-dollar organization? That elevates us not only in our own eyes but in the eyes of business people, the other people we are talking to. We need to keep that in mind.

So what I am going to right now is give you five minutes and you might want to jot it down, but try to develop an elevator speech and just think about the three or four most important things that someone needs to know about your organization. I am going to ask you to key that into the chat box, but don't press the send button yet. We are going to do it at the same time. But I would like for you to key that into the chat box, but hold off sending it to everyone. You have five minutes to develop your own elevator speech. Go ahead.

### [Slide 32]

**Presenter: Diane Brown**

### [ACTIVITY]

Two more minutes. Okay, you should be keying it into the chat box if you haven't started already. Okay, now we are going to find out if we are going to bring down the system. So go ahead and press the send key and let's read the speeches. I always notice this is a little, I call the elevator button, you can scroll up and down in the chat box to see them. I am seeing some really good ones. These are really good. I like information navigator. That is a really good one. Those are really good. It is very nice that we have them all now written out now. You can go back and mix and match. But I think those are excellent. I love the information navigator. I like the one that is really short: "We have free resources that can help you with your decision making." Wow, you cannot get any simpler than that and then you can say, depending on who you are talking to, you can say what specifically you have for that person. There is one other one, somebody said "the return on investment" and somebody else used "maximizing potential." All really, really good key ideas. Excellent, these are fabulous. So you have the beginnings of your own elevator speeches. They should just roll off of your tongue whenever you need them.

So, I am going to turn it over to Rebecca. Now that you have your elevator speech and you can polish it. I am going to turn it over to Rebecca and she is going to talk about influence.

## [Slide 33]

### Presenter: Rebecca Hamilton

You cannot give it back once you have got it. We talked about some of these items already—ways to influence or how to be influential. But a couple of key things: it is important to know the names of officials, administrators, and those in charge. One of the first things I did was when I got my position in 2005, I compiled a list of all of the elected officials in Louisiana, state, and federal elected officials, a list of the names of all the library directors and their administrative assistants, because as we know those are the people that have the keys to the castle. It is important to know those assistants, their names, their e-mail addresses, and their phone numbers. They are the people that are going to get in touch with the people you need if you cannot get in touch with them. It is important to know the formal and informal chains of commands in your organization and in city, county, and state government. And we all know what that means. There is a formal chain of command: a chart of who those people are, what they do, and who they report to. There is also that informal chain of command: the people that really do the work and are on the front lines and they might be your contacts. But you need to know who those people are that are the movers and the shakers, the officials and administrators and their assistants.

We are going to talk about the rules that build influence. Some of this information is in the McKnight book and in the Wolfe book that is in your bibliography. There are five rules that are talked about in this book. Understand your corporate system, your chain of command and authority. Know when to hold and when to fold. Know when to give up, regroup, and try again. Believe in win-win situations. This is really important. That positive attitude, believing in what you do and how it makes a difference and being very positive; going into situations with a positive attitude. And play fair. Don't undercut someone else to get your agency ahead. People always remember this. Be honorable in everything that you do. We have definitely seen situations where someone has undercut one agency to get ahead and those things, when they happen, they leave a searing result, and people remember those things. Librarians tend to already be this way. Librarians tend to be the ones that are undercut because we want to do the right thing or are in the profession because we want to help people. Think first and act later. I follow this rule every day of my life when it comes to elected officials. Say yes to everything initially: "I am sure we can do something. I am going to look into this for you." Use positive language; you will be remembered as a "yes" person. Don't commit yourself; don't say "I'll get back to you by Tuesday." Say "I think we can do something with that and I feel confident we can help you in some way." That positive language will help you be remembered as a positive person. Now Diane is going to talk a little bit about how to conduct yourself once you have the tools you need to build influence.

## Presenter: Diane Brown

Once you are actually at the table, maybe you are showing up for your very first meeting, let's talk about how you conduct yourself when you are at the table. The first thing is you want to make sure, if you bring information to the table that it is accurate, relevant, and timely. Use good accurate information sources. Make sure that you tell people that the information you bring to the table is correct. If you bring wrong, outdated, old information, then that is what they are going to remember, even if you change that and bring better information in the future. So make sure that you are bringing good information to start with. It is important when you show up that you also speak up. Speak up in the group to offer ideas and that you participate and ask questions. Don't just go and sit there and observe. Be an active participant to what is going on in the meeting. Come prepared. Learn the names of the people that are going to be there. Learn how to make small talk, learn how to shake hands, learn how to make eye contact, have a smile, all those soft skills, and interpersonal body language things. Make sure you know how to do that. If you don't, work on it, go somewhere where you don't know the people and practice making small talk.

When you are talking or offering up feedback or ideas within the group, be sure and offer balanced responses. Don't always be the one that is saying no. Don't always be the one that is the positive Pollyanna. Yes, you want to be positive, but be realistic. There may be something wrong something not working with what they are saying, and you do need to speak up in the proper way. But again, offer negative comments if right. Overall, try to be positive and really listen. Sometimes I think in meetings people really don't know what they don't know; and they don't know what it is they want to know. So really narrow down and figure out what it is that is lacking and what information people need or want. Carry your business cards at all times and hand them out so people have that piece of paper, that little card, so if they think of something later they can give you a call. Image and dress, we covered already. We talked about how to conduct yourself. Rebecca talked about how to dress. It is important that you dress appropriately for the situation. If majority of the people showing up at the meeting are going to be wearing khakis and polo shirts, don't show up with a three-piece business suit. Likewise, if you are meeting with high-level government officials and they are going to be in a suit, then you need to be in a suit as well. So match what you are wearing to the group that is going to be there so that you are a part of the group and you don't stand out.

What we are going to do now is talk a little bit about being a team player. It is important that you are positive and that you come across as being competent and knowledgeable about what you do. Whenever you talk about what you do or what the library does or can do, put it terms that they can understand. Be able to explain your services. This goes back to the elevator speech. Be able to explain your services in terms of benefits to them or the user. I always encourage people to help their audience tune in to station WIIFM "What's in it for me?". Why should they come into your library and work with your group? How is that going to benefit them? How it is going to make their job safer, easier, better, have a bigger impression on the public? How are you going to benefit them? Not in terms of the benefit they bring to the library. The emphasis is not how you benefit from what they do, but how you support what they do.

## [ACTIVITY]

I would like to turn your attention right now back to the tool kit, so look at page 17. There are some tools that we have provided for you that you can go back and use, as needed, and modify. On page 17 we have a sample press release. This is one that might be used, for example, after a disaster when you want to announce that you are open. As I mentioned yesterday, when we were open and everything else was closed, we didn't have a mechanism in place for letting people know that we were open. So I went out and put up a flip chart on the sidewalk. But now we do have a written press release that I keep as a draft in my e-mail. So we have it ready to go to send to the media outlets. So have that ready. If you look at the next page in your handout, page 18 this is sample letter that you can send by way of introduction. Rebecca is going to talk about knowing the name of somebody's secretary. We are going to talk about that in just a second. You have the tools down here. Page 19 is a script for a sample phone call. So I am going to turn it over to Rebecca now and she is going to talk about the process of getting invited to that first meeting.

### **Presenter: Rebecca Hamilton**

Diane and I have already talked a little bit about knowing the assistant's name, knowing the key people that you need to know. Think about all of the times you applied for a position and the process that has taken place: applying for the position and maybe doing a follow-up phone call or letter. These are the things we want to think about when you are dealing with people of influence or the leaders, the people that matter. It is very important to; if you have met somebody, let's say you meet somebody here in Louisiana at a football game. You happen to run into an elected official, you don't have your business cards with you, you meet them, you identify yourself, "This is what I do," but you think, "This is a person that I need to know. This is somebody that I need to have on our side." Well, maybe that Monday when you get back into the office, you are going to want to write a letter, and maybe address it to his secretary or call and say, "I met the senator. I would like to follow up with a letter. Can you give me his business address and can I have your name and number to put in my contact list? You are the person I need to talk to." Be really sweet to them. Get their contact information and then follow up with a letter. That secretary more than likely is going to remember your phone call and she is going to give that information on to the senator. Do you see what I'm talking about? The way that you go about cementing that face-to-face and then the next time you see them: "Remember we meet at the football game. I followed up with a letter and I sent you a list of things that we do or could do for your office." I do this for each new legislative session for new lawmakers. I will send them a letter and tell them the things we offer at the State Library, and then I'll put their library cards in my pocket and then when the session starts, I'll say, "Do you remember getting that letter from me? I've got your library card right here. I would love to give you a tour of the State Library."

### **Presenter: Diane Brown**

One of the things that you can do in developing your own action plan and your homework was to go through that list of questions, based on that you probably have a to-do list going forward.

That's the kind of thing you're going to want to work on. Continue to think about other things that you can do before, during, and after a disaster and then also make sure that you have the tools and the resources that you need to be able to deliver those services. And the last piece of that is actually making that first contact. Making that first phone call to try to get somebody's name so that you can send them a letter so that you can come by and meet them and spend two minutes talking about what you can do, things you can do to get yourself invited to the table. So those are the things that you are going to go and do.

### [Slide 34]

**Presenter: Diane Brown**

### [ACTIVITY]

The last piece of this is homework, as we said; there is homework, on page 23 of the tool kit. You will find links and citations to several different case studies. Most of these come from the same Web site, but you can go to those, pick them, there are a number of different ones and pick a case study that is of interest to you. Read it and then answer the questions, the five questions that are on the slide I am going to put up in just a second. What you want to do is e-mail your answers to the five questions to [mlapd3@mlahq.org](mailto:mlapd3@mlahq.org) and in the subject line put your last name, underscore, and then the word local and then underscore and then homework. What will happen is that will generate back to you an e-mail link to the evaluation form. Once you fill out the evaluation form, it is going to give you the information on how to get and print out your certificate. So those are the instructions for how to submit your homework and how to get your certificates.

## [Slide 35]

**Presenter: Diane Brown**

### [ACTIVITY]

So let's look at the five questions. Take a look and read the situations. Read the case studies. What specific services did the responders need? What roles did the organizations play? Very specifically, what did the organizations provide? Then list the specific steps that these successful people took prior to, during, and after the disaster. What made this a successful case study? Why was this library at the table or organization at the table? Why was it able to be successful in that particular disaster? How could things have gone differently, if the library hadn't done X, Y, and Z? How might it have ended up? What is the thing that made the difference? What was the key that made the difference in that case study? Why was that organization successful in weathering that disaster when other organizations might not have been successful?

I do understand there is one citation on the list of case studies that some of you are having trouble with. I will double-check this citation, but it is from a journal that you might not be familiar with because most of you are medical librarians, but it is a journal called Library Hotlines and it is a weekly journal that comes out of, I'm not sure, but I think it comes out from ALA. It is not in electronic form. So it is one that you would probably have to request it on inter-library loan or if you have a particularly large public library you could see if they prescribe to that particular journal. We did include it in there because it has a fabulous article about how some libraries did everything just perfectly just during last summer's Colorado wildfires. So that is why we have included it in there. But I know some of you are having some trouble with that citation. I will see if I can get some more information for you.

### [DISCUSSION]

Also the instructions for the homework are posted on the Web site Moodle. So we have a few more minutes and so I want to open this up. What questions do you have on anything that we covered today or anything that we have covered in the entire two-day webinar? We have a question here to please repeat the homework instructions. Let me go back a slide.

If you printed out the slides you should have the information there. You are going to e-mail your answers to [mlapd3@mlahq.org](mailto:mlapd3@mlahq.org) and in the subject line put your last anytime underscore, the word local, underscore, and the word homework and then in the text of the e-mail you can actually put your answers. Once you submit that you will receive a link to an evaluation form. Once you fill that out and submit it, you are then going to receive instructions on how to print out your certificate. The five question themselves are on the PowerPoint and on the Web site.

So let me open it up now and ask if you have questions. Someone has said they don't see any citations in their printout. The citations are in the tool kit. There is a 30-page tool kit that is on the Web site that you download and printed out. The case studies are listed in the tool kit or you can open it up online and then just click on the link.

Do I have a resource to recommend for examples of library disaster plans? In the tool kit on page 24, there are a number of things; there is the NNLM Emergency Preparedness Response tool kit. On the Web site, there are not necessarily specific plans but it has all of information that will tell you what you need to put in your emergency plan. And it is a very good resource to use.

Okay, someone is saying that the PowerPoint did not come through. It was blocked. If you can go to the Web site and click on the PowerPoint you should be able to display it on the screen at least and then print it out. Other questions? Any other questions on anything we have covered over the last two days? Okay, you tried to go to the PowerPoint and clicked on the screen and still it would not print. Okay, there is the link, try that. Now this PowerPoint was put together with Office 2010. If you have an earlier version, but I think I saved it to a lower version of Office.

### **[Slide 36]**

**Presenter: Diane Brown**

On the very last screen here are our e-mail addresses. So if you want to send me an e-mail, I can e-mail the PowerPoint to you. If you are having any problems, e-mail me. If you are having trouble and you want me to e-mail you directly the tool kit or the PowerPoint just let me know and I can do that.

### **[Slide 37]**

**Presenter: Diane Brown**

In the last two seconds I want to go back to my second favorite quote and is so appropriate for today, "If you are not at the table, you might be on the menu." I love that quote. Thank you, guys. You have been a fabulous audience and I have got to say, I mean your elevator speeches were top-notch. Those were really, really good. We might go back and steal a little bit. Really good elevator speeches. Thanks so much. Any other questions? Thank you all very much and I guess we will go ahead and sign off. Feel free to e-mail us. We'll get back to you. So thank you all very, very much. Bye-bye.

### **[Event Concluded]**