Skills for the future academic library

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Soft skills to enable effective relationships

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Our journey

- A new model
- Importance of soft skills
- Developing enablers
- Stories for impact
- What next?
A new model

- Subject vs functional
- Engagement as a function
- Relationship Management in HE libraries group
Core competencies

- Precursor to enablers
- 10 core competencies
- Linked to Performance Reviews
Developing enablers

2016 Core competencies
2016/17 PDR integration
2017 Review of competencies
2018 Development of key enablers
Key Enablers

- What does this mean in practice?
- Practical training suggestions
Trusted partner

Able to work confidently and positively within and across teams;

Able to build effective relationships and partnerships with a range of stakeholders so that they seek and value your experience and judgment;

Personal rapport, sensitivity and empathy with all stakeholders.

Collaborative

Building trust and empathy

Develop shared understanding

Credibility and authority through professionalism
Personal effectiveness

Able to build trust by taking personal responsibility for ensuring that agreed actions are followed through in timely and appropriate ways;

Able to think quickly and creatively in different situations and respond to what is going on around you;

Able to use negotiation and persuasion skills to facilitate open discussion with individuals and groups;

Able to reflect on an action or piece of work in order to inform the process of continuous learning;

Being responsible for own professional and personal development.
Open thinking

Ability to evaluate, analyse and interpret ideas and data, both verbally and in writing. In particular to adopt an evidence based approach across all work activities;

Confidence to challenge and debate those ideas and issues with a range of stakeholders acting as a curious questioner;

In particular, to understand expectations of departments and to get to the root of issues or problems when they arise.

Diversity of thinking

Critical thinking and problem solving

Creativity

Open to new technologies and processes
Open communication

Able to communicate information and ideas fluently, confidently and in ways that are appropriate for particular audiences;

Communication based on sound knowledge of the varying needs and interests of different stakeholders and the variety of their responses to particular messages.

Active listening and effective questioning skills

Open and honest sharing of information wherever possible

Clarity and concision

Non-verbal communication skills
Resilience and change

Able to think quickly and creatively in different situations and respond to what is going on around you;

Able to demonstrate flexibility and innovation in adapting to changing needs, with the confidence to initiate rather than just react to change;

Able to manage difficult situations responsibly and professionally without being negatively affected personally;

In particular, being able to handle difficult conversations tactfully and assertively, moving them on in constructive ways.

Adaptability

Conflict management and handling challenging conversations

Able to work under pressure

Responsive to feedback
Positive challenge

Able to anticipate user needs and identify service opportunities where the individual or team can make a difference and have a real and tangible impact;

Taking ownership of those opportunities, having the confidence and ability to develop them appropriately and creatively;

Identifying new opportunities for collaboration.

Innovation and creativity
Continual improvement
Initiate change
Willingness to take risks
More ideas

Do one thing at a time

The brain is a sequential processor, unable to do two things at the same time. But as we are all now taking our research clearly shows that it evidence increases minutes. Try creating an interruption free zone day—turn off your email, phone, and social media whenever you get more. It is not a notation to block your access to everything at once. Time is valuable.

Divide presentations into 10-minute segments

Remember my students who said they got entering into a middle irregular? The السلطات for this strategy is simple: the first 10 minutes are more powerful. The second 10 minutes are the most effective. The 11th minute is the least effective. Is this true? In fact, we, the general idea is probably true.

Once the audience's attention is gone, it is hard to get back. But what if time is wasted due to a single event? The more effective are the next hour. And I mean really, the last hour. The first 10 minutes is about to start, and the next second is "try"
Story 1: Library NSS
Story 2: Understanding academics
Story 3: CSE accreditation
2018 Final CSE Report:
“The use of ethnographical research to help develop customer insight has come to fruition with recommendations in a number of projects.”

2017 Final CSE Report:
Customer Insight: ..it was very clear that the level of insight into the needs of customers is very strong...In particular, they are using ethnographical research to develop their insight. Particularly impressive has been their project on Understanding Academics which has provided an extra dimension into customer insight.

2016 Final CSE Report
Customer Insight: It is evident...there is a good understanding of customers’ needs...obtained from survey feedback, from academic liaison librarians ...However, the use of ethnographical research is providing an extra dimension to existing insight and this merits a Compliance Plus.
Story 4: Staff confidence
Story 5: Subject TEF
Where next?
Questions?
Skills for the future academic library

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