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Today's webinar is presented by Paula Singer and Gail Griffith. Paula Singer is owner and president of the senior group, a management consulting group she founded in 1983. Her individualized approach to commitment and excellence have resulted in the track record of success with a dash link list. With strategic planning, and exchange management, she brings an -- it owns up product management and specific focus. Gail Griffith is the deputy director of the Carroll County -- will on people -- she also provides consulting services in organizational development to a variety of public libraries, local government and nonprofit agencies.

Hello, this is Paula. And I have a bit of a cold so bear with me. Today we will be talking about cross training. Cross training. Often seen as the cure-all for Stephanie Doering impossibility. We will find out that it is neither, and how you can make it in your library. Today's agenda will cover, why cross train your staff, selecting employees for cross training, some practical considerations, how can we really make this happen, look at cross training for job enrichment as well as career advancement, and some caveats. Some things you really need to pay attention to before you embark on cross training.

So we will give you a practical as well as what to watch out for to help you create a program that is meaningful in your particular library system. Let's start with a poll. Let's find out who is on this list. Clearly, it is a really important topic because I see we have a huge number over 100 attendees on this session. More power to doing a webinar approach. So with 103 people, please answer the poll. Are you a library director? Another manager, or a front-line staff? Just fill it in on the poll section and will be able to see who is with us today.

Okay, just clicking on the poll, A, B or C. I'm sure you all see it under poll.

It just popped up.

That was Gail. I am not seeing people responding to the poll. Are you all responding to the poll?

This is Chuck. Yes, they are. The library directors are about 10%. And front-line staff is about 19%.

Okay. And the rest are about managers?

Yes.

Okay, I think all of you who are responding in the chat as well. For some reason, Gail and I are not seeing the poll. That is nice. I am glad we've got managers and directors as well because, you know, cross training is not only for front-line staff. We tend to think that it is. But, it isn't. It is definitely for managers and supervisors as well. So, I brought you here today because Ash I bet you're here today because you have some ideas about how cross training can benefit your library. Take about 30 seconds to respond to the question in the chat. What is in it for the library? And we will summarize that. So just use the chat and tell us what is in it for the library.

A lot of library systems were talking -- financing flexibility, that is certainly huge. Emergency coverage, yeah, that is so important, too.

Making stuff more knowledgeable. -- Making stuff more knowledgeable. Finding out about stuff talents.

That is really fabulous. I never thought about that. Many people come to their library jobs with talents other than what they are hired for and they are doing amazing things in other parts of their lives in Charlotte and libraries is greatly better workflow of course. Getting to know the mission is great. Tidiness and teamwork. Teamwork is very important. Just? And you get to know the other members of 14 are. -- You get to know the other members of your team are. It is like bringing a consultant for somebody in from the outside. They were saying about opening a new central library. Starting training now for about three years from now. Now there is a library system that is preparing an attempt. -- There is a library system that is preparing in advance. Allowing library to do outreach. If you've got more coverage, you can do some of the things that are really important to do.

Let's take a look at some of the things that we also suggested. Success and planning. I did not see that come up. In addition to knowledge management, many people are planning to retire in the near future. Succession planning, how can we build a strategy so that people will be ready to take over when the retirements occur? And also, how can we respond to and have younger workers on this slide, I don't think it is only the younger workers, because many of us desire to, if not build our resumes, but prepare to built up to keep working and being challenged. And it certainly helps to meet customer needs. Many people -- I am seeing there is a whole generation who took FMLA office to have a baby and now I am seeing a whole generation taking off to help their kids when they have a baby. Taking four, five, weeks off to be the nanny care. And of course, nowadays with his type -- with this type hiring and staffing freezes, it is a big help.

Let's get big -- back into this little chat box and talk about some ideas from a standpoint of you. What is in it for the staff? Because it is not just a one-way street. It is not all about the library. That has a lot to gain also. The righty -- Friday, staying engaged. Those are two really important things. Job security. The more you can do, the more likely you are to have a job. That is true.

Seen what next job you might want. It is a great way to try on other jobs.

That is true. Go there for a couple of hours or a week. Big picture of the organization. Yes. How many times are we just like in one Yes. How many times are we just like in 1 Tiny Little Place. and we don't see the big picture? And that is the way to get out and see what is the library really doing and who are we to our customers and community? Portable skills. Yes. Portable inside and outside organization as well.

Decided to pursue your degree. You got a better idea. Hey, I like this. Maybe I will go get a degree. That is nice. Listed understanding of the library operations and more adaptability and flexibility. That is a good point, Bob. Friday oh -- Variety of work.

Let's take a look at the slide to talk about challenge, learning. Nothing you all did not think of and more so. Systems with benefits for staff. Some libraries actually rotate the jobs of managers so that they become more eligible for bigger director jobs when their time is coming. A much bigger picture of the library from that level as well and sometimes you think, oh how can this possibly work? We took our pick services manager and put them in charge of our view services. It is the same as it is from a new and bigger perspective. We can get some understanding of giving them the bigger picture of what the library does for the library.

-- We can get some understanding of giving them the bigger picture of what the library does for the community.

Assume that you want to implement some cross training in your library, the question becomes, where to start? One question we would ask is, where is the pain? That is, do you already have a problem that you're trying to solve? Maybe you anticipate or already have a job vacancy that you cannot fill. Especially if you're faced with a hiring freeze as some of you indicated in the chat box earlier. Perhaps you are finding that you need to be more efficient or that there are errors occurring to tell you your staff needs to learn more about how their work fits into that of other departments.

Well, stuff themselves may be telling you that they want to know more about what happened -- happens in other departments, or that they want other departments to understand what they do. If your staff spends too much time in their silos, it will improve service to get them out. And perhaps, you may need staff to pitch in and serve customers when their area is slow or another is busier or understaffed. Any or all of these would be really good places to begin.

In some libraries, managers begin by considering the individuals who might be good candidates, and in others, managers begin by thinking about the jobs that are the best fit. So, we would like you to try on both approaches. So right now, if you're last name -- if your last name begins with A-L, used the chat window to brainstorm the benefits of using selected people to begin your cross training effort, and therefore last name begins with -- if your last name begins with M-Z, watch and brainstorm other ideas because you'll have an opportunity to respond in a few minutes.

And remember, we know what your last name is.

[Laughing]

That is right, Linda. If you start with people you can try to match their abilities and interests to the jobs.

Yes, and tied into their individual development plans, which we hope will put links to the library plan. Yeah, just what Lynn set, it is a developmental tool.

Start with the people who are willing.

They are motivated as well.

Right.

I like this. Anne says, knowing the current staff skills and abilities it important I hope all of your taking time to do that. Works to staff strength which provides motivation.

Absolutely. And, I love this idea about choosing staff who are able to be by example. You might really like to have a champion or a cheerleader there.

Absolutely. That is an incredible point in something that Gail and I will say over and over again because those kind of champions will really help you sell it to others. And as you said, deal with resistance.

So those are some terrific ideas. Now we are going to switch and if your last name begins with M-Z, it like you to use the chat window to brainstorm the benefits of beginning with selected jobs to begin your cross training effort and those of you whose last name begins with A-L, watch them to brainstorm and see what they say. Oh, Sally says some jobs are a better fit and that is true.

Yeah.

Start where the stress levels are lower. Where is that, exactly?

[Laughing]

I am sure it happens.

Start with catalogs so you can be a better reference library and here is they know the library -- because they know the library connection. What a great talk. Well, we hope they know it.

Right. Some jobs have similar skill sets. That is true.

And we will be talking about those, too. They are getting ahead of us, Gail.

I know. And it is true. JoAnn, you may not have a choice of the position is vacant. You just need to get some help. That is true.

Okay. So actually, whether you use the people approach or the job approach first, you are probably going to want to look at those who were in same or similar job classifications. Where cross training would improve the efficiency or would improve direct service. For example, maybe circus -- -- maybe circus staff need to pick some problems here or librarians need to be able to cross the eye of between adult and children's departments to pitch in. You might also, as some of you said earlier, want to begin with a pilot involving specific individuals who are very willing to try it. People who you would expect to be very supportive of both the effort and of the other staff who follow them.

We are going to talk about some examples of cross training approaches that have been used successfully by both public and academic libraries. And the first one involves the Carroll County public Library in Maryland, where I used to be the deputy director. But, from which, I was a career graduate two years ago, so I now full-time consulting. Since the dawn of time, when Carroll County's branches and staff were small, staff did whatever the customer needed. Many staff are generalists, in fact, if not in name. And in fact, it is hard to be a specialist when there are only two staff working in a building at any given time.

As the system grew, so did the number of adults and children specialists. Job descriptions for those positions did include an expectation of spending 25% of time on the other departments to -- other departments task. Administrators figured that setting the expectation was enough so they take it off the list. And for smaller branches, where there may have been one information desk shared by both adult and children's staff, it was enough. But a few years later, when budget cuts made in possible to fill some vacant positions, administrators thought the public services staff could be redeployed fairly easily, because they had been working on the opposite desks already. But staff said they weren't ready. And it turns out that what had been an expectation had really become more of a gold -- goal.

Never had to be a more structured management level. The quickest way to get everybody up to speed was to adapt some existing training checklist that they already used to train substitute librarians and then work together to schedule staff for the training as quickly as they could make it happen. In a few minutes, we will be showing you a tool that they use to get their staff up to speed. And as it turns out, it is a good thing that the librarian -- that the library invested some time in the effort. A few years later when it launched a product of customer service effort and begin to get rid of service desks, cross trained librarians were comfortable working with customers of any age whom they approached, even though age level specialists have not disappeared from the library.

That is really interesting, Gail. There is some good learnings in there.

Yeah.

You. So I will put a different approach was from the polls the city library in Oklahoma. They had a rich program and a full catalog of offerings. All staff, including managers are expected to participate in continuing education and a number of credits are required every year as part of their performance review. It is actually evaluated. Candidate number one, you can take a look at when you have a minute. Describe continuing education rotations, which we will be talking about. Offered are five different specialty rotations of 2 to 4 hours each, for staff members to learn about what is done in different departments. In an IT rotation, for instance, staff can spend time with the helpdesk to get a better understanding of what tools are used to manage public and staff PCs, as well as to experiment with new technologies to create podcasts or obtain quick screenshot training. They can learn about the type of research help provided to customers and learn about the tool and databases available to do so.

The interlibrary loan rotation takes a step along the path, from the time it is placed on the customer's account, until it is received and processed for use. The genealogy and technical service rotations also offer an excellent overview of the work many staff are not familiar with from where they were. TCC L. -- a substitute will be found. It also offers another type of tradition, and that is a rotation of one to three weeks to just have a really good understanding of the work and the job. This program is seen as even more so a great way for managers to cross train staff so they can fill in when necessary.

In this program, staff obtains on-the-job training in a different position, section, or department. Normally, two staff members swap. TCCL These cross training, and I quote, vital to the organization and development and encourage the staff members and managers to take it into Java plan. In this case, a budget really is not necessary, it is important that you've got two staff members who are willing to staff each other's jobs, to learn from each other's jobs, and to have the support to do so from somebody who can provide that kind of training.

And it has been very successful. You can see full details and hand out number one.

The other thing that I thought was interesting thing -- was interesting, Paula, is that staff gets continuing credit for those trainings, don't they?

Yes.

There are plenty of libraries were staff needs to maintain his rotation in that light. It is sort of a win-win all around.

Right. They can get the amount of credit at the 1 to 3 week rotation because that would be, you know, -- they give them 12 hours for this kind of multidisciplinary rotation.

Is a great idea. We have one more example and I'm just going to spend a moment with it because we also have -- are going to provide you a link to yell university's library cross training resource Kit. -- Two Yale University letter research kit. Yale University is huge and over a decade ago, their HR department from its data were supportive of cross training initiatives and he did a strategic plan and cross training staff from all levels came up as a goal. They also wanted to create a more flexible and agile organizations and they thought cross training would be a key strategy and we agreed that it is.

So, like most of us, they formed a committee to design a program and here are the key elements of it. Two weeks every year are designated as cross training weeks. And the cross training days are divided into two four-hour segments for cross training purposes. So, if you want to sign up for cross training, your signing up for a four hour shift. Every department may choose to host someone for cross training. And the host has to identify tasks that anyone from the library staff can be trained to do in an hour or up to two hours. And then they have to provide 2 to 3 hours of hands-on practice in those tasks. So that that whole for our segment is used. Any staff member from anywhere in the library may apply for cross training and a host department. Their own department is encouraged to send them but they have the final decision about how many staff they can send and still be open for business. And at the end of that experience, everybody provides the backs of the program can be made better.

They started with a career development focus and a focus on organizational culture change. But one of their longer-term goals was to expand the program to provide more intensive training for staff who wanted it. So they have developed a lot of resources and as I mentioned, we'll be providing a link to their resource Kit.

Gail, this is an academic library. I think a lot of our viewers are public library. You'd think this would work on a public library, too?

I do need to work on a public library, maybe not quite the same approach but a similar one. I have seen public libraries designate staff they -- staff day at a time to provide cross training experiences. And that would work very well, I think, in public library.

Good, thanks.

So, now that we have talked about some examples of cross training programs, we want to work with you on some of the practical considerations involved in developing and cross training plan. So, we would like you to help us choose a job there to -- job. We would like to use as an example in working through considerations. You should be seeing a pulse light pop up -- a pole slide pop up, there you go. You can vote for the job appears that you would like us to use in an example later.

Is the -- C. is I LOL and -- vote now.

Again, we may need some technical assistance to see the poll results.

This is Chuck again. And I contend that the pulp and children services, librarians, and circulation and -- I contend that the adult and children's services, libraries and circulation are neck and neck at 39%.

Okay.

Let's go with the library is it works around my brains and I will make it easier I think. Thank you, and -- Chuck.

So if you take a look at hand out number two, that will give you something to walk through as we talk about developing a cross training plan. I hope you have had the opportunity to download it, and it starts out with number one, which jobs [Indiscernible - low volume]. Right now we are talking about adults and children. The thing that is really important to start is to be clear about why you are doing it. Q1 staff to understand where their job sits, or give them an opportunity to try on the work of another department. There is a big difference if you wanted to do the quick rotation, or if you want to build and a long-term effort.

And be really clear about the why you are doing it, and then designed the program accordingly. Remember what is really critical is to tell staff what to expect. They need to know what to expect, who is involved, why we are doing it, how it is going to happen, and when. And I would also share with them what is in it for them because that is so often always the underlying question. Why am I doing this? What is in it for them? I would let them know what is in it for the library, as well.

So, what will staff learn? Let's -- say we are going to be using the adult library. Give us one more function than an adult library and would need to happen. Just take 30 seconds to put in a core function. Okay, Kerry is saying I cannot find a handout.

People skills, reader advisory skills, -- Mac download a handout --

Download the handout. We are putting a link to it if you have not received it yet. Don't worry, you can get it when it is done, it will still be there. Technical skills, -- [Indiscernible - multiple speakers].

Storytimes kills.

Storytime for adults. Definitely reference and database training. Depending on your library, you may need to know a lot more functions of the circuit system.

Certainly reference interviews. That is the key. Key piece, knowledge of the databases.

Okay. So Paula, what kind of depth of training, there are a lot of skills here the people are mentioning, do you need to cross train at children's staff to learn all of these things? And a lot of depth?

No, Gail. I tend to think you look at it as one standard deviation out. Not for every single contingency. So, for instance, unless your library focuses on baby storytime and slapstick comedy focus of storytime training would be a standard program for 3 to 5-year-olds. Or, do your training and basic readers advisory tools for adults and children's librarian, not as a subject of China -- genre expert advisories. When you think about success, think about what you would expect of a good substitute that your library would see over a period of time. That is a good mental model. What would you expect from a substitute that comes in at your library needs and that is on call regularly?

Remembered, the person does not need to know everything, just to keep things. Staff is involved in this case. How do you find out what the key things are? Ask the staff doing the work. Say to them, what are the

three most important things that somebody doing this job must be able to know or do?

And you'll need to do that for both the opals job and children's services job, right?

Absolutely. Both when they're flipping back and forth. This would be a good time. Why do we take 30 seconds -- somebody suggested have a notebook area that listed some information. Very, very critical. If you look at, we'll get to in a second handout, three would be a good example of a way to do this when looking at going from adult to children's librarians.

This is a good time, how about spending the next 30 seconds listing at least one core function of a children's library would need to know.

This would be something that is so critical to the children's job that you would want to make sure that the adult staff being crossed trained with you.

There is a lot.

That is the truth. Children's programming and homework help.

Where the collections are. That is so true because in some libraries, they put this kind of series over there and, you know, that sort of thing. Is it sorted out by grade level?

Reference interview with a child instead of a parent.

Yes, it is different. We agree.

These are some great ideas.

Where are the wimpy kid books? Yes, because that is what everybody will be asking. [Laughing]

The biohazard kits. There is somebody that has worked in the children's department, for sure.

So, again, talking to the staff is the best way to find out what the most important thing is. So what needs to happen? Here, and somebody said before, having will -- having a notebook is great. Looking at where to start, what training resources already exist. A good place to start would be with whatever training you might have had for substitutes.

The other way is to work with your library and, as we mentioned, and ask them what is core. Look at handout number three and it is across training checklist for adult library and who are going to work as children's library and, or at least cover their desks, in this case, the expectation was 25% of the time.

Still covering being able to do a good job. And you see that they are training areas that they're cover doing the work that people mentioned. Where is the collection? What is the matter? What is the layout? Where are the highlights? Going through, these are the details from the children's reference collections, because those are questions that get asked regularly. Ready reference. Both print sources of the desk to the extent that there are any more, and online bookmarks.

Different websites for kids and teens. Reference behaviors, reference interview, and you know, knowing that there is a difference reference interview of the child's grade or age or a teenager. In working with teachers. That is something that is ignored but many libraries have teachers that are an integral -- that are integral partners of a library.

Trial psychology. Gail and I were talking about that. How important it is to be aware that children have a different way of being and a way of looking at the world.

Right, and a lot of you picked up on that in the chat earlier, too.

Right. Does procedures, programs, how to register for them. Files in forms are just a few other areas of training that you need to consider as you are developing a program. The

Is important to decide, as was mentioned before, if you just make it was kind of cool, it is not going to happen. So it is important to determine who is his counsel and accounted -- for the training, setting expectations, clarifying them.

Also critical is providing the opportunity to practice this skill. If people don't have opportunities, it is not going to happen. And the sooner to the event that they learn these skills, the better it will be. As an example, don't -- if you don't cross train for people to cope with summer reading programs in January, even if it might be a little slower. Do it closer to when your summer reading program start. Maybe in April or May so that people are trained closer to the event and will actually have some time to practice early on. Update the job description and tools. Not only for those being crossed trained by the way, but to those responsible for the training and also for the managers being accountable for making it happen.

So, let's do one more ask a question here for you. We have been talking so much about cross training for the customers benefit, and of course the customers is key to -- but suppose you want to provide cross training for job placement and career event -- Griffin. Tell us what you think.

Oh, okay. Inventory program. That might be a way -- a mentor in the rim. That might be a way to build content -- confidence.

Participating in the library world as well.

Right. That trends thing.

Develop relationships, yeah.

Providing support for staff learning new skills. My bias is I think that is important, no matter what kind of cross training you do for what purpose.

And opportunities for promotion. You know, promotion is never guaranteed like a cross training. That would certainly be applied -- but certainly provide a leg up for a person doing a good job would have some skills and training in the area to which he or she might be promoted.

That is really one of the two key things that we wanted to reinforce. You all have wonderful ideas and the two things that we thought were absolutely key for one, developing a structure so that it actually happens.

We have seen libraries put something in their personnel policies that says, anyone who wants to participate in a job exchange or a dropper Tatian may initiate one, and then they -- in a job exchange may initiate one and then they are surprised when we actually give them one. Good intentions are often lost in our busy work lives. So, making sure that it is actually front and center and people know they have the opportunity or they want to take the opportunity in some cases.

I want to add one thing. I love what Connie set about getting rid of it. That is not my job. Absolutely.

I know many libraries are working towards changing their culture in that area. And this is the way to do it. Good point.

Right. And, I see to him saying that they use job exchange is to help people get -- I see Joanne thing that these job exchange is to help people get a broader view. It does change your worldview when you get to walk a mile in somebody else's shoes. I guess, before we leave this, I just want to reiterate what Pollis said earlier, -- what Paula said earlier, and that is that you can make a lot of promises to people about the benefits of cross training. They have an opportunity to learn and grow, to have their work seen by other managers or influencers. And all of these opportunities might help them become a much stronger competitor for promotion but they will still have to compete it is never a guarantee.

So, we have been focusing on the benefits of cross training. And we do acknowledge that there are barriers. So, we are sure that a lot of you know some of the barriers. So, here is what we are going to do. If your last name begins with M-Z, use that chat window to brainstorm as many barriers to cross training that you can think of and the rest of you, pay attention. Because you're going to have a read -- a chance to respond to the barriers. It did not take more than 10 seconds for union rules to come up. That was my prediction, too.

Okay, resistance. Fear. Management.

Time.

Busy, busy, busy. Oh, that came from Christina. Christina will talk about that.

Staff don't want to travel somewhere else that involves going to another brand or worksite.

Over the river or down the block.

What will happen if we get trained in this and then we will have to do it?

What if we don't know other people in those areas? Well I guess we will learn them and get to know them.

We are so excellent at it that we don't want anybody else to do it because they can't do it as well.

Or, Gail, they might do it as well.

[Laughing]

This is why some people get stuck with all of the housework, by the way. Okay, bad trainers.

I must say, I have seen sabotage as well. That comes from. Resistance very often. Holding onto their own territory.

It absolutely does.

Okay, now those of you whose last name starts with A-L, you have had a chance to see these barriers pop up. Is your chance to brainstorm as many ways around those barriers as you can. So, let's see you both of those barriers. And the rest of you [Pause]. A union management partnership, we love that. Incentives. Mandatory but simple. So people aren't going to be asked to do things they're not able to do.

Gail, working with unions to create new job descriptions. That is great.

Lead by example. Test herself. I love that. Well it looks like resistance is often a lack of clearly, that is true. Sometimes it is resistance, though.

I like this. This is kind of fun. Just change descriptions. You do this one, I will be -- I will do that one, then we are cross trained. A small stuffed a kind of exchange. I want to point that out, too. Think small, think small steps. You can do almost anything with a small step at a time. It is much harder when you think big, big plan. We have to get everybody cross trained by June 30. That is almost most possible. You get stuck into it or fall. But, small steps are a great way to start. Thank you for bringing that up.

I love this, the Calvary is not ever going to come. We have to make it work. It is true, we have the resources we have. How can we use ourselves in the best way?

Tricia suggested getting top-level managers to participate first.

That works awesome.

It is setting the tone and setting the example. I like that. Not only top management support, but top management doing it as well.

Modeling, yeah. Absolutely. Those are great ideas.

Terrill said food always helps. Gail and I were on a road trip last weekend, food definitely works.

It definitely does.

It gets motivated and increases participation. We are with you.

Absolutely. Okay, so we want to close out with a short discussion of some of the things to beware of and be aware of when you are cross training. You know, some of you pointed out that sometimes cross training is done outside of one's current job scope and that is not a great way to go. Because sometimes, your cross training effort might turn into something different. Paula, what do you think it is really cross training? And when does it become a new job with more pay?

Gas. While there is a difference between what is called job enrichment and job enlargement. Job enrichment is really fleshing out the jobs in a way that is cross training, you are asking people to take pass or you're

operating the opportunity to take on tasks that are within the same scope, effort, and responsibility level. When it is job enlargement, you are making the job figure. You're adding on higher-level duties, which might be just as creative and needed, but that might be taking it into a nether job level. Where you might want a reclassification of a position. We are focusing more on cross training for jobs of essentially the same job grade and similar scope covered and responsibility level. Good question, Gail.

Absolutely.

One thing to think about, if you are you in if you need environment, definitely working within union agreement, but in fighting the union to the table as you are -- as you are designing cross training. Often, union folks are aware of best practices, and other organizations, and can help define what is going to happen. They are going to support it better.

[Indiscernible - multiple speakers]

One of our clients who I think has been on this chat as well, and I hope she will add, [Indiscernible name] County library in the state of Washington has been working with a union on this matter and have created a labor management committee that is focused on the culture of the library as a learning organization. And looking at these learning organizations as well as systems of sustainability. And they are creating a vision for what this means in the shorter as well as longer-term and cross training has become a key issue for them in becoming a sustainable library that is in fact a learning organization. And they have invited their union to sit with them at the table and work it out. And, that is the way it is going to happen, and it has taken a lot of time for many libraries to develop that kind of relationship with the union, where it becomes a joint issue. Because how else are we going to survive in this day and age? But many unions are partnering with the library on how to best make it happen.

Right. Absolutely true. This next bullet. Appointed -- avoiding the appearance of favoritism. We wrote that and then I started to laugh because there are people who will say, the opportunities to be cross trained always go to so and so or people in this position. And, you know, it is another way of saying, mom always liked you best. And there are other people who will say, why are we always punished? We are the ones who have to do it. I think you want to avoid the appearance of favoritism, and the appearance of punishing or dumping more responsibility on someone. It all comes down to how you communicate and how you set up your program.

And, we can't say often enough that, you will want to listen and respond to staff concerned as you implement. One thing you absolutely don't want to do is to send the message that your staff aren't working hard already or you're just going to add more to their workload. And, you're going to dump something on them. Even though, when you have communicated in a way that you think is very positive, you may get some feedback that something is not working the way you want -- intended. Use that as an opportunity to talk with staff and get their ideas about how to retool. So, if they keep talking and listening, and maybe listen twice as much as you talk.

Yeah, and really hear what is being said.

And what is not being said.

Listen for what is being said, it wasn't for what is not being said. And always keep open. Don't say, this is

the program and that is it. Do it as a pilot or at least say you are going to evaluate it after six months or one year. Because, the first time you are doing it, and even after, there is always going to be room for improvement or room to test its warehouse. And, that is a good thought, too. Maybe test it with your library and first tested with your tech and customer service staff. A lot of ways of looking at it and remember, small steps work fine.

Right. There is one thing that we don't have a bullet .4, but we also think is important, that sometimes cross training seems like the answer. And, it may not ask a problem because the problem may have some layers. It may be that cross training is exactly what you want to do, but when you try it, you may find that what you really need is to reallocate staff or get more stuff. And cross training they be a short-term solution, maybe longer-term than we would like, because it is going to be a while before any of us can add more staff.

But keep in mind that cross training is a great thing to do for all the reasons that we have talked about, but it may not be the perfect fix for the issues that pop up.

Down. It is not for everything. And as Gail said, sometimes a Band-Aid, and donated the only tool in your toolbox. Really assess the problems and see the extent to which it will help. And now, we are happy to take questions. And try to provide some answers and I hope that you all with answers will chime in as well.

Right.

You can't type your questions into the question and answer box, or the chat, actually.

They all came out once. How to easily wait disappeared -- when designing your program, you are really clear about the goal to achieve. What about --

I would not them in places you don't excel, if they are not detail oriented, for instance. Or if they do not like children, or definitely not little children, I don't think that would be the best place to put them.

And, you know, you never want to make me a cataloger. But, I could probably learn a couple of things that would keep work moving along. So, you know, there is strict, and then there is what task are appropriate to train.

Sally has got an interesting one. Cross training up our professionals -- you know, we see this as not only a union issue, by the way, but also, why do you want to train higher-level people to do lower-level works? And I guess that is where this comes in for us. We would rather see a higher, more -- of course, we think everybody should be able to help out and if you get really busy, your library associates should be able to help out somebody at the desk. And, I think that is an important thing to keep in mind, then it becomes a cultural thing about helping out. Not an expectation. You would not want repair professional to be doing clerical work 20% of the time. It is not a good use of your money. But when you have got a line at the desk, you certainly want everybody to be able to help out.

That is right.

Okay. So, someone tried it and the cataloger found that the public service staff made all sorts of errors. I would look at how they were trained in what they were trained to do, and what the expectation is. Because, it may be that there is some returning methods needed.

Good point. Christina is asking about effective compensation models. Christina, I don't think you pay more for this. It is cross training of the same model of responsibility should be about the same pay grade, or else that is something to take a look at. I don't see it as an extra money thing. If you offer bonuses and somebody has done an outstanding job, that is one thing. I don't see it there. Gail, do you?

No, I don't. One question I did see, if you don't mind my jumping a couple of people have echoed this. We talked about the benefits of cross training, but I would point to that become in effect a? -- At what point does it become ineffective? My initial reaction is when nobody has a job description anymore and nobody knows whose job is what. So again, I think you have to be really clear about who is being cross trained, exactly which task you are cross training them to do, and what you hope to achieve by doing it.

And what success looks like going back to what the cataloger said. Success does not look like, oh, just throwing down some numbers. Success looks at it being useful. And, that they have achieved the knowledge and the level of detail that is necessary. Just doing it to take it off the box is not successful.

Right.

Building in the time period building and the time is hard. If you have a budget, you could bring in a sub to cover the desk. If you don't have a budget, you could ask people to swap. I think that is the best way.

One of the things that they did at Yale, if someone was working with customers while they were cross training, they had to wear a badge that said, I am cross training today. Now, some people love to do that and other people hate to do that. But it is a way to kind of calibrate the expectations of the people working with you to take the pressure off of the person being cross trained. At least that is what it is designed to do.

Yes, and that really addresses what was Bob's question about, yes, they are pros or they are not. The expectation of the customer is not the same either and that is a good way to do it.

When the person being covered is very specialized. I think you have to determine whether cross training is really the solution. Then if so, for which of that specialized person's task. Oh, someone who is asking about [Indiscernible name] County.

Do you have more information about the labor-management strategy being used in what can County? Then you need would naturally want -- sustainability should be a common goal of both management and labor. So how did [Indiscernible name] County get there?

Well, Christina is riding on chat that they had a committee for sustainability as well. Christina, would it be okay for people to get in touch with you if they have more questions? If so, you don't need to put your address up here this publicly, just e-mail me, I know my e-mail is here, and I will be happy to send you Christina's e-mail address if she OKs it.

[Indiscernible name] is the same, she thinks it should be budgeted in cheap attempt thousand dollars in her direct office budget to support it. I totally agree with you. If you can do that, I think it is fantastic. One of the things that pulls a -- that Tulsa is also doing his training pages to work on in the desk. And what they're doing there is paying pages while they are cross training them so that they are working on the circulation desk. Which they can only do because they have the extra money to be able to do it. I think it is fabulous that Sacramento has the money to do it and I think it is a wonderful initiative.

Jessica, I am wondering, how is your unit, if you're still on and can respond to this, how is your union responded to cross training opportunities? And I hope you're still there. Or else I will he not you later and find out. -- Or else I will e-mail you and find out.

Realistic timeline totally depends on the job. But let me reiterate, again and again and again, number one, small steps. In effect what success looks like at each of those small steps. And number two, you are training for one standard deviation, not for three standard deviations. So, storytime, not babies, not lapse it. Co. -- if so, think about what a sub is doing that is around all the time. And then you can build from there. A realistic timeline for each small step would not be very long because you want them to do one or two things at a time and go do it and be trained in and am comfortable with it before you go on to your next one.

She is saying that she discussed it in her labor-management committee meetings as well. And I think that is a good way to go. Bringing in the union, just as we said, and just as Christina is doing and [Indiscernible name] as well. Getting the union in and talking about why it is important and how we benefit staff into the library.

Maureen raised a question in chat about cross training pages in front-line circulation staff at capital O PL and if it is effective. Christina asked at the same pay level. I wondering that, too. And perhaps boring can answer that and then I think we're going to have to call it a wrap.

All libraries require some sort of cross training. Same pay level, because they are classification is the same. Thank you, Maureen. So, we have here the links for me to academic libraries that we talked about to supplement the handouts. And, we would like to thank you very much for a very lively participation in this program, and I have enjoyed it a lot. Paula, I am sure you have, too.

Absolutely.

And we hope that you will contact us if there is anything that we can do for you.

Thank you, have a good week.

Goodbye, everyone. Oh, and don't forget to fill out the evaluation.

Thanks, everybody for attending, and thank you pale -- Gail and Paula. We will put a copy of the chat transcript later. The archive will be available later this afternoon and again, thank you, everybody, for attending.

[Event Concluded]