

Appendices Additions for Online Content

Change is hard! And change in organizations is no exception. The most important aspect of change is not WHAT is changing, but how change – in and of itself - is managed or handled and – especially - implemented within the organization. Although there are many ways to manage change, paradigms and paradigm shifts can be used in organizations or the “work place” – to guide and assist employees in identifying issues and creating new directions that represent changes. These ways to discuss, create paths and implement change vary; however, and how a paradigm shift is created depends on desired goals or outcomes as well as different processes for delivering or using content through paradigm shifts to reach desired goals and/or outcomes. It should be said that not all organizations or managers can “plan for change.” That is, changes can be forced upon us by any one of a variety of situations including emergencies, critical incidents but positive occurrences as well. Changes that can be more “planned for” can be handled as such:

- a. Existing paradigm shifts (internally created or externally created) can serve as a checklist for employees (individually or in groups for contrasting and/or comparing.)
- b. Best practice paradigm shifts can be used for rating or assessing where an organization “is” and how the manager’s organization *measures up* to the best practice or recommended elements of the shift.
- c. A customized paradigm shift can be used as a training and/or educational tool for new employees for managers and employees to illustrate how the new organization might differ from previous organizations or jobs.
- d. Paradigm shifts expressing information in – for example – two columns (Example - before and after, then and now) can have a third column added to create a current snapshot illustrating where an organization “is” – that is - is the organization in the “now” or the “later” phases or a combination of the two.
- e. Paradigm shifts expressing information in two columns (Example - before and after, then and now) can have a third column added that is designated for “future” elements or where organization wants to be in x number of years.
- f. A general paradigm shift can be used as a training and/or educational tool to illustrate what the profession is and how it has changed.
- g. A general paradigm shift can be used to illustrate differences in organizations such as the difference between yesterday’s job (*or service or function*) and today’s job (*or service or function*) or a librarian and a library assistant or a full time is different from a part time or how a main or central library might vary from a branch library or alternate location or the differences between the children’s area (or summer club) and the teen/youth area (or summer club) or how a computer classroom is used in the school library during the school day as opposed to how it might be used after school.
- h. A paradigm shift can illustrate how the organization used to be managed vs. how it will be managed now (example with the new manager, with a new

organizational model, after a downsizing, after a new hire, or how someone - who was promoted from within – has different roles and responsibilities.)

Different processes for delivering or using content – when the discussion on change is planned - include:

- Identify goals and/or outcomes, distribute to individual employees, explain goals and/or outcomes desired and have individuals complete on their own/without discussing with other employees. Gather completed forms and compare and contrast content. Aggregate information indicating variety, etc., make decision, complete one paradigm shift and distribute shift and implementation or use guidelines and a timeline or start date for any changes including dates for review of any new approaches.
- Identify goals and/or outcomes, distribute to individual employees, explain goals and/or outcomes desired and have individuals complete on their own/without discussing with other employees. Gather completed forms and compare and contrast content. Aggregate information indicating variety, etc., distribute a composite of content back to employees, bring group together and discuss variety of ideas, let the group make the decision, complete one paradigm shift, distribute as final draft. Following final review, create one final paradigm shift, distribute and implement including guidelines and a timeline/start date for any organizational or employee changes including dates for review and evaluation.
- Identify goals and/or outcomes, call a meeting or group event of all involved, distribute prior to or within the meeting or group event, explain goals and/or outcomes desired and discuss as a group, designated small group or have individuals complete on their own/without discussing with other employees. Gather completed forms and compare and contrast content. Aggregate information indicating variety, etc., distribute a composite of content, distribute to employees, bring the group together and discuss variety of ideas, let the group make the decisions on content, complete one paradigm shift, distribute as final draft, then create one final paradigm shift, distribute and implement including guidelines and a timeline/start date for any organizational or employee changes including dates for review and evaluation.
- Place any discussions or issues needed on notification boards or on meeting agendas. Gather information prior to the meeting, work with group attendees to discuss and finalize or prepare a final draft of changes needed.

Changes forced upon us can be handled using paradigm shifts as such:

- i. Paradigms can be identified in the literature that illustrate practices that are likely to have forced changes such as facilities, employee issues, or funding growth or cuts. These paradigms can be vetted for compatibility and updated as needed, then used when changes arise.
- j. Paradigms can be created to represent areas or functions of the library that are likely to have forced changes such as facilities, employee issues, or funding

growth or cuts. These paradigms can be created by employees, maintained for currency and used when changes arise.

Different processes for delivering or using content – when the discussion on change is forced - include:

- Ad hoc groups can be identified with employees asked to review – in advance – current issues. Timelines are critical and identified upfront as well as goals and outcomes for dealing with changes. Groups meet (in person, virtual or a hybrid of both) and, using paradigms, respond to the situation at hand by creating new paradigms for the organization.
- Standing groups can be established for different areas or functions of the library with those identified as being in charge of standing groups charged with creating and maintaining paradigms. Standing groups and related individuals are called together to review existing paradigms and create paradigm shifts.

Examples of ways to use paradigms and paradigm shifts in organizations include:

Twenty-first Century Library
Paradigm Shift

A general paradigm shift can be used as a training and/or educational tool to illustrate ***what the profession is and how it has changed*** (See “f” above.)

Entries in Column 3 in italics match column 2 and entries are a combination of phrases and sentences as needed for clarification in column 3.

1. THEN (a decade ago)	2. NOW	3. X/Your Library (examples)
1. All services available only when library was "open"	Many services available 24/7	Online catalog is 24/7; 60% of databases are 24/7; virtual reference only during operating hours
2. Limited technology for individual use by public	Greatly expanded technology for individual constituents	Technology is expanded, but only 70% of constituents stating they need technology in the library can be served at any one time.
3. Single or individual product workstations	<i>One workstation or network now multi-tasks</i>	<i>One workstation or network now multi-tasks</i>
4. Change in library services hardware, software and constituents need occurs once a year or 18 months	<i>Change occurs anywhere from every month to every two to three months - constant reassessment is needed</i>	<i>Change occurs anywhere from every month to every two to three months - constant reassessment is needed but not conducted systematically.</i>
5. Strong reliance on print resources	Strong reliance on electronic and print	Primary reliance on electronic by constituents although print is still maintained and kept current.
6. Most things available in print, only indexes available electronically	Full text available electronically and some things now available only electronically	Electronic content is all full text for library-subscribed databases. Materials found through web searching tools (Example - docs and books cited on the open web) are citations, table of contents and sometimes one or more chapters only.
7. Constituents have	Constituents have	Constituents have dramatically

easily identified needs and levels of learning and knowledge	dramatically different needs <u>and</u> dramatically diverse levels of learning and knowledge, often hard to identify and change rapidly	different needs <u>and</u> dramatically diverse levels of learning and knowledge, often hard to identify and change rapidly
8. Constituents spend moderate time with print materials and indexes	<i>Constituents spend expanded time on library hardware</i>	<i>Constituents spend expanded time on library hardware, as evidenced by the survey that indicated that only 70% of constituents stating they need technology in the library can be served at any one time.</i>
9. Traditional services available such as copying	New services added <i>on top of old</i> services such as printing, downloading, basic computer skills such as keyboarding	<i>New services have been added on top of old services such as printing, downloading, basic computer skills such as keyboarding</i>
10. Standard budget categories for buying, record keeping	Additional/expanded categories relating primarily to hardware and software resources	<i>The library has requested expanded budget categories from the umbrella organization to more clearly identify how e-funds are being spent.</i>
11. Offer library instruction in traditional ways such as tours, one-on-one, handouts	Expanded offerings on top of traditional such as signage, small group instruction, virtual	<i>Expanded offerings on top of traditional such as signage, small group instruction, virtual</i>
12. Planning qualitative and quantitative	Planning very data driven, emphasis on strategic	Planning processes are being assessed to determine what data is critical to decision making and creating plans. While the emphasis should be on strategic or 2 to 3 years out, the organization is still focusing on operating or annual plans.
13. Planning for resources annual or bi-annual updates	Rapid change in products drives more frequent	<i>Rapid change in products drives more frequent updating/greater expenditures</i>

	updating/greater expenditures	
14. Limited technology for employees	Greatly expanded technology for employees	<i>Greatly expanded technology for employees</i>
15. Not much time spent teaching the tool, rather locating and using content	Now much time spent teaching tool or method of finding, etc.	Tools are still taught; however, employees are revising point-of-use instruction as well as instruction in the lab and small group settings.
16. Reference in person	Reference in person, virtual, digital, synchronous, asynchronous	Reference and information is in person, virtual reference is available during hours open and email reference provides asynchronous assistance.
17. Offer only those things we purchase	Offer access to selective resources <u>freely</u> and <u>available</u>	<i>Offer access to selective resources <u>freely</u> and <u>available</u></i>
18. Library a quiet place with individual seating for study	Noise! Equipment! One-on-one teaching of hardware/software, vying for seating and finding seats without computers at them!	There is much noise in the library and constituents complain about their inability to research, study or read in quiet.

Paradigm Shift Form

THEN (a decade ago)	NOW	X/Your Library
1. All services available only when library was "open"	Many services available 24/7	
2. Limited technology for individual use by public	Greatly expanded technology for individual constituents	
3. Single or individual product workstations	<i>One workstation or network now multi-tasks</i>	
4. Change in library services hardware, software and constituents need occurs once a year or 18 months	<i>Change occurs anywhere from every month to every two to three months - constant reassessment is needed</i>	
5. Strong reliance on print resources	Strong reliance on electronic and print	
6. Most things available in print, only indexes available electronically	Full text available electronically and some things now available only electronically	
7. Constituents have easily identified needs and levels of learning and knowledge	Constituents have dramatically different needs <u>and</u> dramatically diverse levels of learning and knowledge, often hard to identify and change rapidly	
8. Constituents spend moderate time with print materials and indexes	Constituents spend expanded time on library hardware	
9. Traditional services available such as	New services added <i>on top of old</i> services such	

copying	as printing, downloading, basic computer skills such as keyboarding	
10. Standard budget categories for buying, record keeping	Additional/expanded categories relating primarily to hardware and software resources	
11. Offer library instruction in traditional ways such as tours, one-on-one, handouts	Expanded offerings on top of traditional such as signage, small group instruction, virtual	
12. Planning qualitative and quantitative	Planning very data driven, emphasis on strategic	
13. Planning for resources annual or bi-annual updates	Rapid change in products drives more frequent updating/greater expenditures	
14. Limited technology for employees	Greatly expanded technology for employees	
15. Not much time spent teaching the tool, rather locating and using content	Now much time spent teaching tool or method of finding, etc.	
16. Reference in person	Reference in person, virtual, digital, synchronous, asynchronous	
17. Offer only those things we purchase	Offer access to selective resources <u>freely</u> and <u>available</u>	
19. Library a quiet place with individual seating	Noise! Equipment! One-on-one teaching of	

for study	hardware/software, vying for seating and finding seats without computers at them!	
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Twenty-first Century Library and Information Center Employees
Paradigm Shift

- g. A general paradigm shift can be used to ***illustrate differences in organizations such as the difference between yesterday's job (or service or function) and today's job (or service or function)*** or a librarian and a library assistant or a full time is different from a part time or how a main or central library might vary from a branch library or alternate location or the differences between the children's area (or summer club) and the teen/youth area (or summer club) or how a computer classroom is used in the school library during the school day as opposed to how it might be used after school.

THEN	NOW	Now at X Library or in X Department
1. Librarians and library professionals could provide reference and information services and has a few specialty areas.	Librarians and library professionals must provide a variety of kinds of reference and information services AND specialize AND have many general areas.	Our librarians and other library employees are too few to be able to specialize so they <i>must provide a variety of kinds of reference and information services AND specialize AND have many general areas.</i>
2. Librarians and library professionals serve on few internal workgroups/committees.	Librarians and library professionals serve on a wide variety of committees for their expertise and to integrate libraries into the organization.	"Too few" also means that they are unable to <i>serve on a wide variety of committees for their expertise and to integrate libraries into the organization.</i>
3. Teaching was point-of-use in-person and some small group/tour presentation.	Teaching is now point of use in-person and virtual and small group and large group in class and virtual. It is both asynchronous and synchronous.	Because of the size of the employee group, teaching is still primarily in-person and virtual one-on-one with some asynchronous and some synchronous.
4. Librarians select materials and create some print material guides and handouts and make them accessible.	Librarians now select, make accessible AND create print and online documents, guides, and resources to meet constituent needs.	Librarians now select and make materials accessible but typically locate and link to both print and online documents, guides, and resources to meet constituent needs.

<p>5. Librarians and library professionals need to possess and maintain traditional personal instructional technology tools/competencies such as overheads/word processing.</p>	<p>Librarians and library professionals must maintain all traditional and also add twenty-first century toolbox for employee such as html, java scripting, web-based products, and PowerPoint.</p>	<p>Librarians and library professionals maintain traditional competencies and are struggling to maintain twenty-first century toolbox competencies due to their scarcity in numbers and amount of work.</p>
<p>6. Librarians and library professionals' continuing education was typically more library-related such as resource based and selection based.</p>	<p>Librarians and library professionals now must more broadly address training in hardware, software, and teaching and learning and general management issues.</p>	<p><i>Librarians and library professionals now must more broadly address training in hardware, software, and teaching and learning and general management issues.</i></p>
<p>7. Employee continuing education has been in traditional formats for learning.</p>	<p>Employee continuing education and development has been expanded into additional formats, web-based, teleconferences, etc.</p>	<p><i>Employee continuing education and development has been expanded into additional formats, web-based, teleconferences, etc.</i></p>
<p>8. Professional development and learning has been sporadic, periodic and often issue or product specific.</p>	<p>Learning and development is now continuous, ongoing and now often more general.</p>	<p><i>Learning and development is now continuous, ongoing and now often more general.</i></p>
<p>9. Librarians and library professionals have worked on committees and groups on some projects with some decision-making.</p>	<p>Librarians and library professionals now have more of a smaller team approach to general work functions with more team recommendations and decision-making.</p>	<p><i>Librarians and library professionals now have more of a smaller team approach to general work functions with more team recommendations and decision-making.</i></p>

10. Employees have been working together in person on projects and committees.	Employees are also now working together virtually.	Employee numbers are too few for individuals to work elsewhere Employees now need their individual workstations to be able to customize hardware and software to ergonomic and intellectual needs (other than work from home after hours;) however, virtual work is taking place with vendors and partner library employees.
11. Employees could share workspaces, hardware and environments.	Employees now need their individual workstations to be able to customize hardware and software to ergonomic and intellectual needs.	Employees now need their individual terminals but networked workstations for not only opportunities to customize hardware, software and ergonomic and intellectual needs but also to be able to work remotely from home.
12. Librarians and library professionals more reactive.	Librarians and library professionals must be proactive.	<i>Librarians and library professionals must be proactive.</i>
13. Librarians and library professionals create PR for their services and activities.	Librarians and library professionals must market themselves.	<i>Librarians and library professionals must market themselves.</i>
14. Librarians and library professionals justify needs with general goals and aggregate data.	Librarians and library professionals justify needs with general and targeted goals and outcomes statements. Usage data must be designed to match goals statements.	<i>Librarians and library professionals justify needs with general and targeted goals and outcomes statements. Usage data must be designed to match goals statements.</i>

Paradigm Shift Form

THEN	NOW	Now at X Library or in X Department
1. Librarians and library professionals could provide reference and information services and has a few specialty areas.	Librarians and library professionals must provide a variety of kinds of reference and information services AND specialize AND have many general areas.	
2. Librarians and library professionals serve on few internal workgroups/committees.	Librarians and library professionals serve on a wide variety of committees for their expertise and to integrate libraries into the organization.	
3. Teaching was point-of-use in-person and some small group/tour presentation.	Teaching is now point of use in-person and virtual and small group and large group in class and virtual. It is both asynchronous and synchronous.	
4. Librarians select materials and create some print material guides and handouts and make them accessible.	Librarians now select, make accessible AND create print and online documents, guides, and resources to meet constituent needs.	
5. Librarians and library professionals need to possess and maintain traditional personal instructional technology tools/competencies such as overheads/word	Librarians and library professionals must maintain all traditional and also add twenty-first century toolbox for employee such as html, java scripting, web-based products, and PowerPoint.	

processing.		
6. Librarians and library professionals' continuing education was typically more library-related such as resource based and selection based.	Librarians and library professionals now must more broadly address training in hardware, software, and teaching and learning and general management issues.	
7. Employee continuing education has been in traditional formats for learning.	Employee continuing education and development has been expanded into additional formats, web-based, teleconferences, etc.	
8. Professional development and learning has been sporadic, periodic and often issue or product specific.	Learning and development is now continuous, ongoing and now often more general.	
9. Librarians and library professionals have worked on committees and groups on some projects with some decision-making.	Librarians and library professionals now have more of a smaller team approach to general work functions with more team recommendations and decision-making.	
10. Employees have been working together in person on projects and committees.	Employees are also now working together virtually.	
11. Employees could share workspaces, hardware and	Employees now need their individual workstations to	

environments.	be able to customize hardware and software to ergonomic and intellectual needs.	
12. Librarians and library professionals more reactive.	Librarians and library professionals must be proactive.	
13. Librarians and library professionals create PR for their services and activities.	Librarians and library professionals must market themselves.	
14. Librarians and library professionals justify needs with general goals and aggregate data.	Librarians and library professionals justify needs with general and targeted goals and outcomes statements. Usage data must be designed to match goals statements.	

Twenty-First Century Library and Information Center Reference
Paradigm Shift

- g. A general paradigm shift can be used to ***illustrate differences in organizations such as the difference between yesterday's job (or service or function) and today's job (or service or function)*** or a librarian and a library assistant or a full time is different from a part time or how a main or central library might vary from a branch library or alternate location or the differences between the children's area (or summer club) and the teen/youth area (or summer club) or how a computer classroom is used in the school library during the school day as opposed to how it might be used after school.

THEN	NOW	X Library/Your Department
Library employees provide basic reference services and may have specialty areas.	Librarians now must provide a variety of kinds of reference AND specialize AND have many general areas in a wide variety of formats.	<i>Librarians now must provide a variety of kinds of reference AND specialize AND have many general areas in a wide variety of formats.</i>
Constituents need help in finding information, analyzing information, some help in applying information and some help in using resources where information is located.	Constituents need help in finding, analyzing, and applying or thinking critically about information and in using the hardware to read/view/locate (PC, keyboard, mouse, other), using the software, and using printing devices, etc.	<i>Constituents need help in finding, analyzing, and applying or thinking critically about information and in using the hardware to read/view/locate (PC, keyboard, mouse, other), using the software, and using printing devices, etc.</i>
Teaching or helping constituents use the library was point-of-use or in-person and some small group presentation primarily.	Teaching/helping constituents is now point-of-use, in-person, virtual, small group and large group in classroom in-person settings for a wide variety of ages and levels and styles of learning. It can be both asynchronous and synchronous.	Because of the size of the employee group, teaching is still primarily in-person and virtual one-on-one with some asynchronous and some synchronous.

Librarians and library employees used to only count use by in-person or door count and contact such as call-in.	Librarians and library employees now count in-person, call in, and virtual usage both locally and remotely.	<i>Librarians and library employees now count in-person, call in, and virtual usage both locally and remotely.</i>
Librarians and library employees used to count reference questions as in-person or by phone.	Librarians and library employees now count in-person, call in, fax, email, and web-based.	<i>Librarians and library employees now count in-person, call in, fax, email, and web-based.</i>
Librarians and library employees typically had few usage categories that seldom varied.	Librarians and library employees now have MANY more things to count as well as usage categories, such as searching an item, searching and finding or a “hit.”	<i>Librarians and library employees now have MANY more things to count as well as usage categories, such as searching an item, searching and finding or a “hit.”</i> Vendor data is still not consistently defined across platforms and libraries do not count consistently across sizes or types of libraries.
Librarians and library employees used to have only aggregate or input stats that are how many did we buy? How many were checked out?	Librarians and library employees now still count how many purchased but also, use in general, types of use input, and in some cases outcome such as use of an online resource.	Librarians and library employees count outgo or how many purchased and how many dollars spent but have not yet implemented outcomes measurements.
Counts or statistics typically were steady or growing, or they grew at the same pace.	Now there is a national decrease in some areas that we see locally and an increase in alternative uses/counts such as electronic resources, printing, and use of interactive software or tutorials.	Library counting is both traditional and contemporary; however, e-resource usage is driven by vendor metrics and is not consistently defined or applied.

<p>Employees wasn't worried about finding information people shouldn't see or didn't have to worry about teaching people "not to..." (Example "gov" or "org" or "net" and not "com" for some sites)</p>	<p>Constituents must be taught (sometimes) what to do and what not to do.</p>	<p>Information literacy techniques are employed by librarians to instruct constituents in what they should do and what not to do in the discovery process for research and information.</p>
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Paradigm Shift:
Coordinating (A.) Newer/Green/Sustainable Environments with (B.) Library Goals

Areas/Items	A. Newer/Green/Sustainable	B. X Library/Your Library
Library needs new, existing	Managers maintain files, processes, and wish lists for building needs, constituent needs/issues for future renovations, remodels, relocations, new building. In addition, managers should maintain lists of identified, related best practices and projects as well as required standards and certification requirements.	An Ad Hoc Team of 3 managers, 3 librarians and 3 library assistants are 6 months “in” to a 12 month project to gather files, processes, and wish lists for building needs, constituent needs/issues for future renovations, remodels, relocations, and a new building. A second Ad Hoc Team is beginning an aggregation of lists of identified, related best practices and projects as well as required standards and certification requirements needed for building and facilities upkeep, redesign, remodel and new structures.
Operations	Managers maintain organizations based on general building standards, individually identified issues of e-infrastructure, equipment, space, and operations issues with an overarching commitment to and concern for green, sustainability standards and guidelines and maintaining any levels of certification deemed required or recommended by the administration and/or Board.	Upper level management works with managers of buildings and facilities in the umbrella organization with the goal of meeting general building standards, identifying issues of e-infrastructure, needed equipment, public and private and employee spaces, and operations issues. The project is designed with an overarching commitment to green, sustainability standards and guidelines. The umbrella institution has remodel and new structure goals of meeting levels of green building certification.
Design – existing	Manager’s pre-project work includes a review of previous projects and best practices, their wish lists, and identified needs as well as extensive reviews of prior projects of architects, construction companies, and designers.	Library management has sought assistance from the state agency and both the local and statewide “green” non-profits re: identification of best practices, research, standards and guidelines as well as local or

		adjacent professionals including architects, construction companies and designers.
Equipment	Files for library equipment are maintained with maintenance contract data, warranty information, special materials, and supply needs, as well as replacement and retirement timelines. Additional recordkeeping is critical to ensure standards compliance and levels of certifications are maintained.	<i>Files for library equipment are maintained with maintenance contract data, warranty information, special materials, and supply needs, as well as replacement and retirement timelines. Additional recordkeeping is critical to ensure standards compliance and levels of certifications are maintained.</i>
Supplies	Lists and purchasing information for library supplies – typically divided into public vs. office supplies – are maintained along with required and recommended supplies needed to maintain certification levels and standards compliance.	<i>Lists and purchasing information for library supplies – typically divided into public vs. office supplies – are maintained along with required and recommended supplies needed to maintain certification levels and standards compliance.</i>
Environ	Environ issues for air, water, and HVAC practices and processes are maintained as well as environ additions needed to maintain certification levels and standards compliance, in general, but specifically for power.	Upper level library management have identified local experts and individuals in the organization who are responsible for an provide information on <i>environ issues for air, water, and HVAC practices and processes are maintained as well as environ additions needed to maintain certification levels and standards compliance, in general, but specifically for power.</i>
Budgeting	Budget lines are maintained and tracked using general budget codes as well as new budget lines for green/sustainable required and recommended dollars to be expended and along what timeline.	Library managers are piloting (end of budget cycle 1) <i>the use of general budget codes as well as new budget lines for green/sustainable required and recommended dollars to be expended and along what timeline.</i>
Communication	General communication (including signage) is maintained in public and	The umbrella organization is consulting with an outside firm to

	support services spaces and to employees. In addition, signage is posted as needed for green/sustainability information; directions are posted for equipment, services and resources, AND education and marketing.	assess and replace older signage with general communication (including signage) <i>for public and support services spaces and for employees. In addition, signage is posted as needed for green/sustainability information; directions are posted for equipment, services and resources, AND education and marketing.</i>
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Paradigm Form

Areas/Items	A. Newer/Green/Sustainable	B. X Library/Your Library
Library needs new, existing	Managers maintain files, processes, and wish lists for building needs, constituent needs/issues for future renovations, remodels, relocations, new building. In addition, managers should maintain lists of identified, related best practices and projects as well as required standards and certification requirements.	
Operations	Managers maintain organizations based on general building standards, individually identified issues of e-infrastructure, equipment, space, and operations issues with an overarching commitment to and concern for green, sustainability standards and guidelines and maintaining any levels of certification deemed required or recommended by the administration and/or Board.	
Design –	Manager’s pre-project work includes a	

existing	review of previous projects and best practices, their wish lists, and identified needs as well as extensive reviews of prior projects of architects, construction companies, and designers.	
Equipment	Files for library equipment are maintained with maintenance contract data, warranty information, special materials, and supply needs, as well as replacement and retirement timelines. Additional recordkeeping is critical to ensure standards compliance and levels of certifications are maintained.	
Supplies	Lists and purchasing information for library supplies – typically divided into public vs. office supplies – are maintained along with required and recommended supplies needed to maintain certification levels and standards compliance.	
Environ	Environ issues for air, water, and HVAC practices and processes are maintained as well as environ additions needed to maintain certification levels and standards compliance, in general, but specifically for power.	
Budgeting	Budget lines are maintained and tracked using general budget codes as well as new budget lines for green/sustainable required and recommended dollars to be expended and along what timeline.	
Communication	General communication (including signage) is maintained in public and support services spaces and to employees. In addition, signage is posted as needed for green/sustainability information;	

	directions are posted for equipment, services and resources, AND education and marketing.	
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Paradigm Shift:

Managing Services and Resources – Classic vs. Contemporary School Libraries

<p>School library services and resources have changed for elementary, middle, and high school libraries of all types and sizes. In addition to dramatic changes in curriculum, testing, information literacy, and production of content, school libraries strive to provide seamless transitions of constituents throughout the P-16 educational system.</p> <p>Employees should check all elements that exemplify their library.</p>	
Classic Services and Resources	New Services and Resources
<p>✓</p> <p>Librarians maintain collections and provide assistance in research and reference – typically in a smaller and sometimes one-room setting – to students, faculty, and staff, and often parents and family.</p>	<p>Librarians maintain assistance for in-person and online research and reference and provide this service – typically in a one person/one librarian setting – to students, faculty, staff, parents, and family, and often the community. They maintain multiple access points for synchronous and asynchronous assignment assistance. Print and web resources support reference services and most databases offer 24/7/365 access. School librarians may also maintain access to information beyond firewalls.</p>
<p>✓</p> <p>Managers offer information literacy services which include: supporting curriculum through the design of activities for standardized testing, teaming with classroom faculty to design assignments to educate students for applying critical thinking</p>	<p>Managers offer information literacy services which include: teaming with classroom faculty to design assignments in support of local, state, and national standardized testing and for information literacy and homework assignment completion.</p>

Managers organize and maintain public service technology workstations (hardware and software) to assist in accessing content and opportunities for active learning.	<p style="text-align: center;">✓</p> Managers organize and maintain public service technology workstations (hardware and software) to assist in accessing content and active learning in hardwired and wireless modes.
Many managers/libraries provide and maintain areas for programming related to instruction, books (and book fairs), and in support of the school community.	<p style="text-align: center;">✓</p> Many managers/libraries provide and maintain areas for programming related to instruction, books (and sometimes book fairs) and in support of the school community. Additional uses for these spaces in contemporary libraries include hosting and delivering Parent/Teacher events or PTA or Friends, etc. events.

Paradigm Form

<p>School library services and resources have changed for elementary, middle, and high school libraries of all types and sizes. In addition to dramatic changes in curriculum, testing, information literacy, and production of content, school libraries strive to provide seamless transitions of constituents throughout the P-16 educational system.</p> <p style="text-align: center;">Employees should check all elements that exemplify their library.</p>	
Classic Services and Resources	New Services and Resources
Librarians maintain collections and provide assistance in research and	Librarians maintain assistance for in-person and online research and

<p>reference – typically in a smaller and sometimes one-room setting – to students, faculty, and staff, and often parents and family.</p>	<p>reference and provide this service – typically in a one person/one librarian setting -- to students, faculty, staff, parents, and family, and often the community. They maintain multiple access points for synchronous and asynchronous assignment assistance. Print and web resources support reference services and most databases offer 24/7/365 access. School librarians may also maintain access to information beyond firewalls.</p>
<p>Managers offer information literacy services which include: supporting curriculum through the design of activities for standardized testing, teaming with classroom faculty to design assignments to educate students for applying critical thinking</p>	<p>Managers offer information literacy services which include: teaming with classroom faculty to design assignments in support of local, state, and national standardized testing and for information literacy and homework assignment completion.</p>
<p>Managers organize and maintain public service technology workstations (hardware and software) to assist in accessing content and opportunities for active learning.</p>	<p>Managers organize and maintain public service technology workstations (hardware and software) to assist in accessing content and active learning in hardwired and wireless modes.</p>
<p>Many managers/libraries provide and maintain areas for programming related to instruction, books (and book fairs), and in support of the school community.</p>	<p>Many managers/libraries provide and maintain areas for programming related to instruction, books (and sometimes book fairs) and in support of the school community. Additional uses for these spaces in contemporary libraries include hosting and delivering Parent/Teacher</p>

	events or PTA or Friends, etc. events.
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<p>revision took place every few years and/or when foundation content (law, etc.) changed, events, activities and services, and resources changed or situations challenged content and led to review and revision.</p>	<p>are in place for vetting, review, and revision including annual, event, or activity-specific and tracking to organizations and entities related to or responsible for content and intent changing. Vetting teams by function and/or title are included in organizational processes for continuity and consistency.</p>			
<ul style="list-style-type: none"> ▪ Content was created for institutional employees and some library workers. 	<ul style="list-style-type: none"> ▪ Content is created for institutional employees, some library workers, advisory and governing board members as well as individuals in umbrella institutions, partners, and secondary audiences including vendors, etc. 	No	x	Fall of xxxx
<ul style="list-style-type: none"> ▪ Some content was integrated into employee and library worker orientation and training. 	<ul style="list-style-type: none"> ▪ All employees, worker, partners, and other related group content is integrated into orientation and training as well as into the organization's staff development plan. Content is vetted and identified as "in person" online or actual as well as online, self-directed, workshop, etc. Content is matched to pedagogy necessary, such as ethical issues are offered with follow-up discussion and 	Yes	NA	NA

	analysis by trainees so application is clear. The process of verification of awareness of content and application understanding is included into the process.			
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Paradigm Form

Management Documents – Classic	Management Documents – Contemporary	Yes No	In Play	Date Due
<ul style="list-style-type: none"> ▪ .Documents resided in one or few locations for general reference. 	<ul style="list-style-type: none"> ▪ Documents reside online and are accessible by all within the organization, and many institutions have content accessible on the open web. 			
<ul style="list-style-type: none"> ▪ Content from umbrella institutions and other areas (law, legislation, local ordinance) was available “as is.” 	<ul style="list-style-type: none"> ▪ Content from umbrella institutions and other areas (law, legislation, local ordinance and partner content) is available as is and includes interpretation that provides but is not limited to: context, application to institution and application to employees, library workers, and other primary and secondary audiences. 			
<ul style="list-style-type: none"> ▪ Managers had files with content and – when necessary – interpretation and application on a case-by-case or specific situation only. 	<ul style="list-style-type: none"> ▪ Manager files include content and interpretation and application in general and then further application on a functional and/or departmental level and on a case-by-case and 			

	specific situation including employee group or title level.			
<ul style="list-style-type: none"> ▪ Vetting, review, and revision took place every few years and/or when foundation content (law, etc.) changed, events, activities and services, and resources changed or situations challenged content and led to review and revision. 	<ul style="list-style-type: none"> ▪ Very specific timelines are in place for vetting, review, and revision including annual, event, or activity-specific and tracking to organizations and entities related to or responsible for content and intent changing. Vetting teams by function and/or title are included in organizational processes for continuity and consistency. 			
<ul style="list-style-type: none"> ▪ Content was created for institutional employees and some library workers. 	<ul style="list-style-type: none"> ▪ Content is created for institutional employees, some library workers, advisory and governing board members as well as individuals in umbrella institutions, partners, and secondary audiences including vendors, etc. 			
<ul style="list-style-type: none"> ▪ Some content was integrated into employee and library worker orientation and training. 	<ul style="list-style-type: none"> ▪ All employees, worker, partners, and other related group content is integrated into orientation and training as well as into the organization's staff development plan. Content is vetted and identified as "in person" online or actual as well as online, self-directed, workshop, etc. Content 			

	is matched to pedagogy necessary, such as ethical issues are offered with follow-up discussion and analysis by trainees so application is clear. The process of verification of awareness of content and application understanding is included into the process.			
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