MANAGEMENT: Systems for Managing People, Places & Things

StEPs UT

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WELCOME & OVERVIEW

MGMT Module Instructors

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Welcome back!

Overview

MGMT RECAP

Month 1: November 26, 2018
Workshop | Management: An Introduction

Month 2: December 17, 2018
Skills Lab | Fundraising Plan

Month 3: January 2019
Mentor Site Visits &
Work on Your Individual Projects

Month 4: February 25, 2019
Workshop | Managing People, Places & Things

TODAY'S SCHEDULE

1. Homework Reporting Out
2. **Management Systems**
   - For People
   - For Records
   - For Facilities
   - For Emergencies

StEPs MGMT Standards

1) The org legally, ethically, and responsibly acquires, manages, and allocates its financial resources to advance its mission.
2) The org operates in a fiscally responsible manner that promotes its long-term sustainability.
3) The org allocates its space and uses its facilities to meet the needs of the collections, audience, and staff.
4) The org has appropriate measures to ensure the safety and security of people, its collections and/or objects, and the facilities it owns or uses.
5) The org has an effective program for the care and long-term maintenance of its facilities.
6) The org is clean and well-maintained, and provides for visitors' needs.
7) The org takes appropriate measures to protect itself against potential risk and loss.
8) The org complies with local, state, and federal laws, codes, and regulations applicable to its facilities, operations, and administration.
9) The org engages in ongoing and reflective institutional planning that includes involvement of its audiences and community.
10) The org establishes measures of success and uses them to evaluate and adjust its activities.
11) The org appropriately manages its records both for current business needs and to maintain a permanent record of its activities.

GROUND RULES

HOMEWORK REPORTING OUT

REMEMBER YOUR ASSIGNMENT?

1) Build your Ideal Budget
   - ❑ Use the **budget template** provided to revise your existing budget into new format.

2) Measuring Fundraising Effectiveness
   - ❑ Use the toolkit readings and **complete the electronic Excel worksheet**.

3) Prepare to **report out on these activities** in Month 4 (February).

4) Based on your StEPs self-assessment, **work with your Mentor** to implement at least one additional project for this module.

Museums report on activities ~ 4-5 minutes each

SYSTEMS FOR MANAGING MUSEUM OPERATIONS

Complex Work Needs Systems

Vision, Mission, Goals

Operational Systems Support:

❑ **Regular Program Areas**
(core business of the museum)

❑ **One-Off Projects**
(where specifics change)

Through Strategic Objectives & Tasks

How Do All the Pieces Fit Together?

- **Mission & Vision**

- **Operational Systems**
  (IT, HR, finance, fundraising, PR & marketing, facilities…)

- **Regular Program Areas**
  (curatorial, education, volunteers, store, rentals…)

- **One-Off Projects**
  (exhibitions, public programming, fundraising events, etc.)

- **Objectives & Tasks**
  (foster connections, build IDEA into board, staff & service)

- **Service Goals**
  (community resource, access, inclusion, diversity, equity)

Systems Create Stability

- **Identify core systems** in your museum
  - IT, HR, finance, fundraising, PR & marketing, facilities…
- **Operations Manual** - one stop shopping for policies and procedures to direct your museum
- **Operational systems** are a central cog on the wheel
- Program areas, projects, objectives & tasks rely upon operational systems to **function properly**
- Systems **provide stability to accomplish goals** through planning & implementing objectives & tasks
- Clear systems help **soften effects of staff changeover**

Work Plan

STRATEGY DEVELOPMENT, TIMEFRAMING, WORKFLOW

- Establish planning time-frames & workflow – this includes task definition, ownership, deadlines, success measures & resources
- Short term (1-3 years), mid-term (2-4 years) & long-term (3-5 years) strategies / annual action plan

	7/25/16	7/30/16	8/4/16	8/9/16	8/14/16	8/19/16	8/24/16	8/29/16	9/3/16
Task One									
Task Two									
Task Three									
Task Four									
Task Five									
Task Six									
Task Seven									
Task Eight									
Task Nine									
Task Ten									
Task Eleven									

Project Lifecycle

Initiating
Planning
Executing
Closing
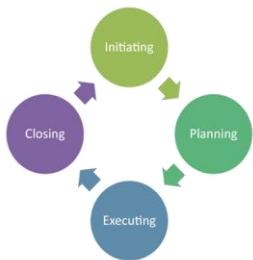
- Feasibility & Project Selection
- Project Plan
  - Chartering – scope, schedule, budget, staff assignments
  - Developing a team – ownership & buy-in
  - Task analysis & timelines
  - Potential roadblocks
  - Budget & resource analysis
- Implementation
  - Establishing criteria to evaluate effectiveness
  - Evaluation metrics – measures of success
  - Management issues
- Post-Project Evaluation
  - Measuring project outcomes
  - Measuring internal operations
  - Incorporating lessons learned

MORNING BREAK – 15 minutes

SYSTEMS FOR
MANAGING PEOPLE

Managing People in Museums

STAFF, VOLUNTEERS & BOARD MEMBERS

- Special Considerations of Museum Work
- Accountable Organizations
- Job Descriptions
- Onboarding & Orientation
- Systems to Support People
- Performance Evaluations
- Performance Problems & Corrective Discipline

CONSIDER ATTENDING
UA&M Museum Volunteer Management

Considerations of Museum Work

> **"One of the great strengths of a nonprofit organization is that people don't work for a living, they work for a cause."**
>
> **– Peter Drucker, Management Consultant**

Characteristics typical of nonprofits, including MUSEUMS:

- Workers with **high sense of ethics** and workplace **values & pride**
- Work is **specialized**, but often not recognized as such
- **Not enough people** to do the work, often not trained for duties
- Workforce subject to **low pay** and **long hours** and **high stress**
- **Few jobs** available – tightly held or high turnover

HOW DO THESE FACTORS AFFECT PEOPLE MANAGEMENT?

Adapted from Morris, Martha, *Managing People and Projects in Museums: Strategies that Work*, 2017

Accountability

ac·count·a·bil·i·ty [/əˌkoun(t)əˈbilədē/]

Noun: the quality or state of being accountable, esp. an obligation or willingness to accept responsibility or to account for one's actions

- Accountability depends on organizational culture & can mean something different in different places.
- What does it mean to be accountable?

What systems do you have in place to create accountability in your museum?

Building Accountable Organizations

1) **Clear Roles, Team Leadership, and Individual Ownership**
   Remove ambiguity and confusion to build capable team

2) **Sense of Ownership for Team Results**
   Team process, individual obligation to improvement, voice

3) **Freedom, Support, Control to Navigate Competing Priorities**
   Support team's power to find a path that works, increased buy-in

4) **It's Not About Punishment**
   Punishment quashes innovation, creativity, and desire to step up

5) **It's About Improvement**
   Learning org needs honesty, clarity about influences the process

6) **Expectation of Evaluation**
   No expectation of "staying under the radar," seek feedback to improve

7) **Integrity Counts**
   Clear expectations about following through on commitments

HANDOUT | Henry Browning, *Seven Ways to Build Accountable Organizations*

Accountable Leadership

ACCOUNTABILITY IS A TWO-WAY STREET

Giving staff authority needed to deliver on obligations
- Holding staff accountable for achieving a goal that they haven't been given the authority to achieve is called "managing for fantasy."
- Generates stress, frustration, and resentment in staff.
- Authority without accountability is also prevalent.

Confusing accountability with responsibility
- Responsibility = individual's conscience aspirations and internal standards.
- Accountability = specific obligations between people based on mutual commitments.
- When staff are unclear about or lack the authority, they fall back on their own sense of personal responsibility and take it upon themselves to get the job done, often at considerable cost to themselves and their coworkers.

Is this an issue in your museum?

SOURCE: Gerald Kraines, *Accountability Leadership*, Pegasus Communications, www.pegasuscom.com

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Job Descriptions

STAFF, VOLUNTEERS & BOARD MEMBERS

- Internal **document clearly stating** essential job requirements, duties, responsibilities, skills and behaviors required to do a specific job, and where the role fits in the organization.
- Ideally, a living document with these **KEY elements**:
  - ❑ Official job title
  - ❑ Summary of role, details of duties and responsibilities, definition of success
  - ❑ Who role reports to, time commitment, salary range, benefits
  - ❑ Verify with HR (if needed), date of creation/revision
- Keeps people **accountable** to their work and larger mission.
- **Take your defined needs seriously**: Hire people according to your job description, don't modify job description to fit the person.
- **Find job descriptions** appropriate to your museum by searching AASLH, AAM, and UMA career boards.

BEST Approach

MATCHING THE RIGHT PERSON TO THE RIGHT JOB

- **B**ehavior – Performance, Actions, and Conduct
  - ❑ How a person acts or reacts to specific circumstances
  - ❑ Demonstrated through performance, actions and conducts
  - ❑ Often dictated by traits.
- **E**ducation – What do people know?
  - ❑ The information and knowledge a person carries
  - ❑ A primary reason people are hired, but ultimate plays s relatively small role in their success or failure (assuming their education is adequate for the job).
- **S**kills – What can a person do? What are their abilities?
  - ❑ What a person can do.
  - ❑ A person's ability to function in a job and perform the assigned duties.
  - ❑ Can be more easily taught than a behavior or a trait.
- **T**raits – Characteristics that define personal nature.

SOURCE: Bob Kelleher, *Employee Engagement for Dummies*, 2014

HANDS-ON ACTIVITY #1
BEST APPROACH TO JOB DESCRIPTIONS

1) On your own, think about your job description at your museum. When hiring someone for your position, what would a hiring committee need to look for in a good candidate? Using the definition of **BEST** characteristics, how could your job description be broken down into **B**ehaviors, **E**ducation, **S**kills, and **T**raits?

2) Use this worksheet to list the attributes required for your job under the most appropriate category – is it a **B**ehavior, **E**ducation, a **S**kill, or a **T**rait (10 minutes)?

3) Group discussion and sharing (5 minutes)

HANDOUT | BEST Characteristics Matrix

Adapted from "BEST Characteristics Matrix,"
Employee Engagement for Dummies, pp 199-202.

Onboarding & Orientation
STAFF, VOLUNTEERS & BOARD MEMBERS

Orient people to your museum & to your expectations of them

- Mission, goals, values, history, and their role within the organization
- Basic organizational information (annual report, program lists, etc.)
- Who's who (organizational chart, personnel roster, job descriptions)
- Time commitment, schedules, etc.
- Facility tour, security (keys & exits), parking, etc.
- General policies & procedures plus documentation specific to person's role
- Ethics, conflict of interest, confidentiality policies specific to museum
- Responsibilities, accountability mechanisms, communication channels
- Computers, financial, etc.
- Provide training in any areas required by person to fulfill duties.

HANDOUT | Orientation Checklists for Museum Staff, Volunteer & Board Members

What systems do you have for making sure that people joining your museum know what they are doing?

Tools for Accountability
WRITTEN COMMITMENTS TO EACH OTHER

Agreements	Policies & Procedures & Legal Documents	Public Materials
• Job descriptions	• Operations manual	• Annual Report
• Annual workplan with interim benchmarks	• Conflict of interest	• Financial reports and audited financials
• Board member / volunteer agreement	• Whistleblower policy	• Annual budgets
• Vendor contracts	• Collections / Exhibitions policy	• Board roster, list of committees, minutes
• Scholar LOA	• Bylaws / certificate of incorporation or govt ordinance	• Calendar of meetings for the year ahead
• Partner MOU	• IRS determination letter & tax exemption	• Museum brochures, website, and other printed collateral
• Grant agreements		

What tools for accountability does your museum use?

Communications

SYSTEMS FOR ACTIVE & PASSIVE COMMUNICATION

Regular and consistent communication can alleviate confusion (when is that due?) and aid collaboration.

- Meeting protocols – regular schedule, agendas, notes
- Digital tools – common database, google docs, BaseCamp
- Standardized planning efforts – regular calendar (internal deadlines) & consistent deliverables (annual plan, reports)
- Common calendars, standard timeframes, etc.

How do people communicate at your museum?
Does it work? What are consequences of failure?

Professional Development

SYSTEMS TO KEEP PEOPLE GROWING

- Opportunities for professional growth:
  - ❑ Attending conferences, webinars, workshops
  - ❑ Specialized continuing education (e.g., Campbell Ctr)
  - ❑ $upport for seeking advanced degrees
  - ❑ Internal mentorships, job rotation, new projects

- Surveys have shown museums invest minimally (<5% budget) in professional development of their staff.

- Real risks of not grooming staff to take over leadership positions or providing skills to help museum adapt to inevitable changes.

SOURCE: Morris, Martha, *Managing People and Projects in Museums: Strategies that Work*, 2017.

Recognition & Rewards
SYSTEMS TO KEEP PEOPLE MOTIVATED

- Museum workers often endure poor pay because they value the work and mission of the organization.

- Recognition and rewards for performance are important to ongoing retention and staff satisfaction.

- Possible ways to provide this:
  - ❑ Cash bonus or salary increase
  - ❑ Time off, flexible work arrangements
  - ❑ Social events on the house (lunch, mtg treats, picnic)
  - ❑ Letter of praise, public thanks
  - ❑ Certificate, office recognition board, service pins

What examples do you have from your museum?

SOURCE: Morris, Martha, *Managing People and Projects in Museums: Strategies that Work*, 2017.

Performance Monitoring

SYSTEMS TO HELP PEOPLE DO A GOOD JOB

- How do you know whether people are doing their work?
  - ❑ Passive checking in? Active checking in?

- Regular & consistent communications between supervisors & staff (or board chairs & members) will reduce surprises.

- Circles back to having clear expectations in place (job description, written duties & timeframe, etc.)

- Measuring progress against goals should be done at monthly or quarterly intervals. If problems, people may need:
  - ❑ More time, guidance, or training

What accountability systems work for you?

Performance Review

SYSTEM TO EVALUATE PROGRESS

- Part of a system of mutual accountability, supported by clear communication of roles, duties, expectations, timelines, etc.

- How can the organization help a person succeed in:
  - ❑ Adjusting to culture
  - ❑ Meeting position requirements
  - ❑ Planning and organizing
  - ❑ Managing quality vs quantity
  - ❑ Communication
  - ❑ Working relationships

"*That's* my performance review?!
Two thumbs up?!"

- Detail your system in a **clear HR policy** for museum that covers this process for staff, volunteers, board members.

Performance Standards & Goals

SMARTS Model

- **S**pecific: use enough detail to be clear
- **M**easurable: use quantitative goals, milestones, judgements
- **A**ttainable: be realistic about employee's control, timeframe, and available resources
- **R**easonable: be realistic about what can really be achieved
- **T**ime-based: set dates for achieving milestones, completion
- **S**tretch: challenge employee to achieve beyond current levels

EXAMPLES of SMARTS GOALS:
- ❑ Complete the museum operations manual by March 31.
- ❑ Learn desktop publishing techniques to produce newsletter. Produce a draft of the summer newsletter by June 1st.
- ❑ Meet with potential new community partners monthly.

SOURCE: Office of Human Resources, University of Minnesota, (www.humanresources.umn.edu)

Nuts & Bolts of Performance Review

Communicate Responsibilities, Goals & Objectives

- RULE OF NO SURPRISES.
- Use museum's goals & objectives, person's position description, and (previously-agreed upon) individual workplan as a basis for the review.
- Use documentation of performance over the period of review:
  - ❑ Record of performance, examples of completed work, colleague/visitor feedback
- Be descriptive in comments:
  - ❑ Give concrete examples of behavior or performance
  - ❑ Give concrete suggestions for maintaining or improving performance
- Develop a plan together for moving forward:
  - ❑ Discuss performance standards and goals (and what's reasonable)
  - ❑ Discuss development needs and goals
- Restate the person's successes and reinforce the museum's willingness to provide additional training and support as needed.

SOURCE: adapted from Office of Human Resources, University of Minnesota, (www.humanresources.umn.edu)

HANDS-ON ACTIVITY #2
DOs & DON'Ts OF PERFORMANCE REVIEWS

StEPs-UT Management
Managing People, Places & Things

HANDS-ON ACTIVITY #2 = 15 minutes
Performance Review DOs & DON'Ts Scenario

1) Break out into groups of 3-4.

2) On your worksheet, review the common mistakes that happen during performance reviews with staff members and/or volunteers.

3) In your group, discuss how you would prevent these mistakes. How would you manage the scenario? (10 minutes)

4) Group discussion and sharing (5 minutes).

HANDOUT |
The DOs and DON'Ts of Performance Reviews

SOURCE: Adapted from The DOs and DON'Ts of Performance Reviews
(www.amanet.org/training/articles/the-dos-and-donts-of-performance-reviews.aspx)

Workplace Problems

HR policy = Fair & clear process to handle problems

Workplace problems are **conduct** or **performance** related:
- ❑ Conduct = behavior disruptive to museum's work or threatening to others
- ❑ Performance = mistakes or inability to complete assignments

Inappropriate conduct
- ❑ Negativism, lack of cooperation, hostility
- ❑ Failure or refusal to follow instructions
- ❑ Unwillingness to take responsibility
- ❑ Insubordination
- ❑ Inappropriate conflict with others (public, volunteers, or coworkers)
- ❑ Smoking, eating, drinking in inappropriate places

Resistance to change
- ❑ Unwillingness or inability to update skills
- ❑ Resistance to policy, procedure, work methods
- ❑ Lack of flexibility in response to problems

Quantity or quality of work
- ❑ Poor prioritizing, timing, scheduling
- ❑ Untimely completion of assignments
- ❑ Inaccuracies, errors
- ❑ Inappropriate or poor work methods

Lost time
- ❑ Lateness, absenteeism, misuse of sick leave
- ❑ Excessive visiting, phone use, break time, use of the internet, sleeping on the job
- ❑ Preventable accidents

SOURCE: Office of Human Resources, University of Minnesota, (www.humanresources.umn.edu)

Progressive Discipline

SYSTEM FOR HANDLING PERFORMANCE PROBLEMS

**Performance issues with staff, volunteers, boards occur within unique contexts and must be handled slightly differently.
But progressive steps are similar:**

- System seeks to correct behavior or improve performance
- Steps: no action, oral warning, written warning, suspension, termination
- Each step should be clearly outlined for the person, who should have the opportunity to respond
- Investigate through inquiry, discussion, document in writing
- Listen, be courteous, be fair, respect due process
- Remedies = counseling, documentation, performance improvement plan.

HANDOUT | **Being the Boss: The 3 Imperatives for Becoming a Great Leader**

SOURCE: Morris, Martha, *Managing People and Projects in Museums: Strategies that Work*, 2017
and Office of Human Resources, University of Minnesota, (www.humanresources.umn.edu)

LUNCH BREAK – 60 minutes

SYSTEMS FOR MANAGING
INSTITUTIONAL RECORDS

What is a Record?

- Provides evidence of
  - transaction
  - activity
  - decision
  - event
- May need to be proven or referenced in the future
- Documents the work of the organization
- Can exist in any format

Records management section SOURCE: London Museums Hub, Records Management Toolkit

What is Records Management?

- **SET OF TOOLS & GUIDELINES**
  - **What** records we have
  - **Where** they are located
  - How to **store & protect** them
  - **How long** to keep them
  - If/when & how to **dispose**
- Records management is all about the **right person** being able to find the **right record** at the **right time** with the **least amount of effort**.

CAREER ADVICE Nₒ 41

You don't think the filing Elf might just be a fairy tale?

He will come. I know he will. We just have to believe.

What is a Record Series?

- A group of related records that are normally used and filed as a unit
- Examples of record series groups include:
  - Annual reports
  - Personnel files
  - Financial records
  - Board minutes

Why Keep Records?

- Stewardship & succession planning!
- Administrative value
- Historical/research value
- Financial & legal value
  - Registrations, IRS filings, audits, bylaws, mtg minutes, articles of incorporation, charitable solicitations permit
  - Audit trails
  - Legal COMPLIANCE
- Efficiency/cost savings
- Institutional memory (staff transitions, reinvention…)
- Protect/enhance reputation

Records are as important a museum asset as collections

Where Do We Start?

- Get leadership buy-in to establish a policy (mandate & authority)
- Assess current record keeping
  - Ask "what records are created, held, and used across the museum?"
  - Conduct a **records survey**
    - ✓ What records are kept?
    - ✓ How & why are records kept?
    - ✓ When, where & in what conditions are records kept?

HANDOUT | MLA Records Survey & Plan Template

Establish Recordkeeping Policy

- Put record management **systems & procedures** in place
- Good practice includes a **file plan** to organize records:
  - Should be consistent across paper & digital files
  - Groups similar types of information
  - Based on business functions and activities

Active
(create and use)

Inactive
(no longer used on a regular basis)

Disposal
(when no longer needed for administrative, legal or so financial reasons)

Archive
(identify as having permanent value transfer to archive)

Retention Schedule

- Identifies all record series created by an organization
- Establishes how long to keep records
- Establishes how each should be managed through its lifecycle
- Retention decisions should be determined by:
  - ❑ Statutory, legal or regulatory compliance

May look something like this:

RECORD TYPE	RETENTION PERIOD	ACTION	AUTHORITY
Governance – trustees minutes	Permanent (signed originals only)	Transfer to Archives after 5 years	Companies Act 1985 and 1989, business requirement
Health & Safety - Accident forms/reports	Current year + 6 years	Destroy	Health & Safety Act 1974
Communications – Enquires from the public	Current + 2 years	Destroy	Data Protection Act, business requirement
Registration – Loan out files	Permanent	Transfer to Archives on return of loan	Limitation Act 1980, business requirement

- Key questions to ask:
  - ❑ How long do you need records in the series to carry out work?
  - ❑ How long would you need records for infrequent reference?
  - ❑ Do records have research/other archival value? If not, dispose?
  - ❑ What legal retention requirements are there?
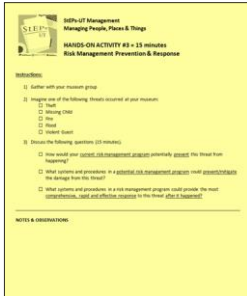
Ensure Adequate IT Systems

- Accessible & sustainable
- Stable infrastructure
- Responsive & competent support
- Hardware & software prioritization and plan
- IT Protocols
  - ❑ security
  - ❑ levels of access
  - ❑ location & frequency of backups

SYSTEMS FOR MANAGING FACILITIES

A

HANDS-ON ACTIVITY #3

RISK MANAGEMENT

1) Gather in museum groups.

2) Imagine one of these threats occurred at your museum:
   - ❑ Theft, Missing Child, Fire, Flood Violent Guest

3) Discuss the following questions **(15 minutes):**
   - ❑ How would your current risk management program potentially prevent this threat?
   - ❑ What systems & procedures in a potential risk management program could prevent/mitigate the damage from this threat?
   - ❑ What systems & procedures in a risk management program could provide the most comprehensive, rapid, and effective response to this threat after it happened?

Facilities Management

- **Grounds and building** shape visitors' first impression
- **Accessibility** affects the ways in which visitors enter and navigate the space
- Vigilant **pest management** ensures integrity of both the building and the collection
- Museum **security** protects whatever the building might hold – people, objects, documents, books, computers, etc...
- **Managing and updating** facilities and the techniques to maintain them are crucial to creating a clean, welcoming, and secure environment for visitors and museum staff alike
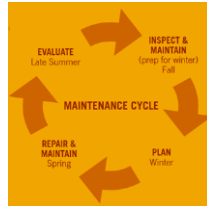

Where to Start

- **Assess needs** for safety & security of people, collection & facility
- **Gather documentation** (e.g., building & grounds info, maps, vendor contracts, building history, maintenance contacts)
- **Review space allocation** – evaluate relationship between current facility use & institutional mission in these areas:
  - ❑ Collections storage
  - ❑ Exhibition & programming areas
  - ❑ Internal operations – office, general storage, kitchen & janitorial/maintenance space
- **Review legal status of ownership & responsibility**
  - ❑ MOU (if joint partnership with multiple entities) to ensure boundaries are clearly delineated

Care & Maintenance

Regular plan for long-term care & maintenance of facility to meet visitor, collection & staff needs

- Is there appropriate space allocation?
- Is a risk management program in place to protect against risk and loss?
- Are maintenance, janitorial and grounds contracts up to date?
- Is there a sustainability plan for ongoing maintenance and replacement costs?

EVALUATE
Late Summer

INSPECT & MAINTAIN
(prep for winter)
Fall

MAINTENANCE CYCLE

REPAIR & MAINTAIN
Spring

PLAN
Winter

Risk Management

A process to identify, analyze and take steps to reduce or eliminate exposures to liability. Two key elements:

1) **Prevention** – develop systems and procedures to lessen and prevent threat of accident, crime, disaster…

2) **Response** – develop systems and procedures that will provide the most comprehensive, rapid and effective response to any accident, crime, disaster…

- Analyze risk by walking through your museum (inside & out) assessing potential hazards… ***they may not be what you think…***

Insurance

Is appropriate insurance coverage in place?

- ❑ Building
- ❑ Public Liability
- ❑ Directors & Officers, Volunteer, Workers Comp
- ❑ Collections & Exhibitions (including loans)
- ❑ What else?

Safety & Security

Is a security program in place for both physical and personal security?

- ❑ Functioning pick-resistant locks and an alarm system
- ❑ Regular staff walk-throughs
- ❑ Carbon monoxide detectors
- ❑ Smoke detectors
- ❑ Fire extinguishers
- ❑ Disaster plan

SYSTEMS FOR MANAGING EMERGENCIES

HANDS-ON ACTIVITY #4

WHAT WILL YOU DO?

1) Break into museum groups
2) Refer to the scenarios on your handout. Go through as many of them as you can and describe how your organization will respond to these real-world situations **(10 minutes).**
3) Group Discussion **(5 minutes).**

Before the Disaster

- Assign an individual to be your **emergency preparedness coordinator**.
- Offer **training** for your staff and volunteers on emergency preparedness.
- Encourage staff to have **72-hour kits** (at home, in car, at work)
- **HAVE A PLAN!!!**
- Conduct quarterly or annual **exercise** to test your plans.
- Maintain and update **first aid kits**.
- Conduct **safety audits** at your facility.
  - ❑ Earthquake straps on bookshelves and equipment.
  - ❑ Conduct evacuation and emergency drills.
  - ❑ Check fire extinguishers and train on use.
  - ❑ Have automated external defibrillator (AED) onsite and train on its use.
- Provide/encourage **first aid and CPR training**.
- Maintain and regularly update **contact lists**.
- Increase **communication** capabilities.
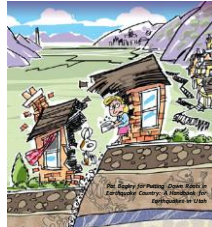
Source: Adapted from "Actions for Consideration," State of Utah

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Prepare Your People

- Develop a Calling Tree
  - ❑ Include staff, volunteers, board members, and other key personnel
  - ❑ Practice using this resource
- Develop "Away" Resources
  - ❑ Google Folder with Key Resources – What would you include?

HELPFUL PEOPLE
- Utah Division of Arts & Museums' Office of Museum Services
- Randy Silverman, Preservation Librarian, UofU Marriott Library
- American Institute for Conservation
- Utah Library Association
- Utah Museums Association
- Conf of Intermountain Archivists
- Utah Manuscripts Association
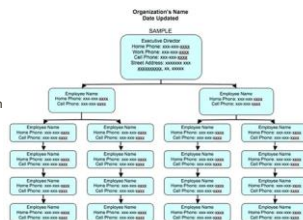
Develop Annual Training Schedule

1) January – earthquake
2) February – biological hazard
3) March – identify key resources (first aid kit, fire alarm, defibrillator, tools…)
4) April – check backpacks – replenish?
5) May – review Disaster or Continuity of Operations Plan
6) June – review fire exits, evacuation drill, fire extinguisher
7) July – violent acts/hostage-taking
8) August – bomb threat/telephone threats
9) September – suspicious packages
10) October – check backpacks – replenish?
11) November – shelter in place
12) December – survey staff and volunteers for key skills

PRACTICE WHAT YOU WILL DO.
IT IS NOT ENOUGH TO TALK ABOUT IT.

During & After the Disaster

- **Account for staff** and their well-being.
- Encourage **staff to check on their families** and personal interests.
- Ensure **facilities are deemed safe** for operations.
- **Document** financial expenses and information reporting relating to event.
- **Open up lines of communication** as soon as possible.
- Prepare to carry out your services with a **limited staff**.
  - ❑ Staff may be affected by personal crisis, transportation issues, injuries.
- Start strategizing immediately for a **return to "normal"** operations.
  - ❑ After an event or disaster, discuss with staff what went well or poorly and how to improve plans and actions in the future.

Source: Adapted from "Actions for Consideration," State of Utah

Written Plan

HOW TO CONTINUE OPERATIONS IN THE EVENT OF A DISASTER?

- Who's in charge?
- Continuity of operations team
- Relocation plans?
- Communicate with staff
- Continuity of ops timeline

- Essential positions & functions
- Emergency powers
- Re-establish critical systems
- Cyber attack
- Record preservation guide

HANDOUT | Utah Division of State History Emergency Response Booklet
HANDOUT | Template for Pocket Response Plan (PReP)
HANDOUT | Utah Division of Risk Management Self-Inspection Survey
HANDOUT | Template for D-Plan (Online Disaster-Planning Tool for
                  Cultural and Civic Institutions) at https://www.dplan.org/

Importance of Drills
The Rick Rescorla Story

AFTERNOON BREAK – 15 minutes

WRAPPING IT UP!

Quick Recap

What We Have Covered Today:

- Operational Systems
  - ✓ Integrating Project Management
- Systems for Managing:
  - ✓ People
  - ✓ Institutional Records
  - ✓ Facilities
  - ✓ Emergencies

MGMT Module Overview

This Module Covered:

- Fiscal Responsibility & Budgeting
- Sustainability & Fundraising
- Institutional Planning
- Managing People
- Managing Things & Activities
- Records Management & Compliance
- Safety & Security
- Emergency Planning

Recommended MGMT Resources

Catlin-Legutko, Cinnamon & Klingler, Stacy, *Small Museum Toolkit*, Altamira Press, 2012.

Chmelik, Samantha, *Museum Operations, Handbook of Tools, Templates & Models*, Rowman & Littlefield, 2017.

Lord, Barry, *Manual of Museum Planning: Sustainable Space, Facilities, and Operations*, AltaMira Press, 2012.

Morris, Martha, *Managing People and Projects in Museums: Strategies that Work*, Rowman & Littlefield, 2017.

Person-Harm, Angela, Judie Cooper, and G. Wayne Clough, *The Care and Keeping of Cultural Facilities: a Best Practice Guidebook for Museum Facility Management,* Rowman & Littlefield, 2014.

Van Hoven, Kristy, and Loni Wellman, *Recruiting and Managing Volunteers in Museums: a Handbook for Volunteer Management*, Rowman & Littlefield, 2016.

London Museums Hub, *Records Management Toolkit*
https://www.swfed.org.uk/uploads/documents/2017-05-03/1493816914-london-hub-records-management-toolkit.pdf

National Museum of Women in the Arts, *Records Management Manual*
http://files.archivists.org/groups/museum/standards/8-NMWA_Records_Management_Manual.pdf

Sustaining Places: An Encyclopedia of Resources for Small Historical Organizations
https://sustainingplaces.com/collections-2/collections-management/policies-and-plans/

Utah State University Eastern Prehistoric Museum, *Policies and Procedures Manual*
https://usueastern.edu/museum/about/_documents/policies.pdf

AUD Module Forecast

The AUDIENCE Module Covers:

- Marketing & public relations
- Audience & visitor research
- Community relations
- Visitor services

MGMT & AUD Self-Assessments

- Self-assessment tool in your **Google spreadsheet**
  - ✓ Separate tab for each of the six modules
  - ✓ A column for filling out your status pre- and post-module
  - ✓ Space at bottom of each tab to indicate what projects undertaken for each module and date completed
- **Individual links** – you have your own spreadsheet
  - ✓ Jennifer has sent your link to you and your mentor
  - ✓ Ask for help if needed please

  DUE DATE: AUD pre-module completed by March 11
  DUE DATE: MGMT post-module completed by March 24

GOOGLE sheet just for YOU!

Module Checklists

- Checklists for each Module
- For Participants & Mentors to keep track of due dates & deliverables
  - ✓ Self-assessment due dates
  - ✓ RSVPs
  - ✓ Projects
  - ✓ Site Visits
- Increase communication and manage all the many moving parts

Getting Your StEPs Certificates

- Remember your institutional commitment
- Apply for Bronze but shoot for beyond
- Applications in your StEPs Workbook (at end of each module section)
  - ❑ Fill it out using your post-module self-assessment
  - ❑ Send to AASLH
  - ❑ If you are unsure of your organization's institutional member number, Jennifer can help connect you to AASLH
- When you get the certificate, take a picture and send it to us!

UMA Session | Calling for Volunteers

Utah Museums Association
Annual Conference in Brigham City
September 18-20, 2019

- "StEPs-UT: Building Relevance through Strong Institutions" session will:
  1) Explore StEPs-UT cohort successes and challenges in building institutions that are ever more capable of reflecting and serving their communities
  2) Engage participants in conversation about some of the hurdles they face in their efforts to be relevant and engaging to their communities
- Need 2-3 volunteers willing to share their experience!

Please talk with Megan if interested...

MGMT | Evaluation Conversation

- Considering the work you completed for this module, what accomplishment are you **most proud of**?
- What concepts or practices were **most difficult for you** to accomplish personally?
- In reflecting on the curriculum, what parts were most uncomfortable, or **felt unnatural for you to tackle**?

Do you have suggestions for your colleagues here on how they might troubleshoot or address their challenges?

Wrap-Up

- **StEPs-UT is a partnership** between the Utah Division of Arts & Museums, Utah Humanities, and Utah Division of State History, and is supported by funding from the Utah Department of Heritage & Arts, the State of Utah, and the National Endowment for the Humanities.

- Questions? Anything else? Nametags to the basket please.

- **Mentor & Mentee Break-out Groups until 5pm.**

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