Playing to Your Strengths:
The Power of Intentional Collaboration

Kate White
Vice President of Marketing & Creative

Pam Hillestad
Vice President of Play & Learning
Definitions

**Collaboration:** The action of working with someone to produce or create something.

**Intentional Collaboration:** The action of establishing and following a plan for your collaborative project that includes agreed upon expectations, norms, a timeline, and specific roles for each collaborator which play to their strengths and interests.
Guided Meditation

It’s a good way to help you set your intentions and ensure everyone is present before a meeting.
Kate White
Vice President of Marketing & Creative

My Superpower:
Seeing how the pieces fit together and guiding the team to cohesion

Glazer Children’s Museum
- Play-based facility
- Growth mindset
- Collaborative community partner
- Centered on play

Marketing & Creative Department
- Keeper of GCM’s brand
- Knows the customer
- Connection to Visit Tampa Bay & other area attractions
- Media relations
- Advertising
- Digital expertise
- Creative brainstorming

Kate
VP of Marketing & Creative
- Strategic thinking
- Growth mindset
- Strong community and press connections
- Creative writing and copy editing
- Public speaking
- Seeing the big picture and how the pieces are connected

Identifying our strengths
Pam Hillestad
Vice President of Play & Learning

My Superpower:
Being a lifelong teacher and coach, in all aspects of life.

Activity:
Identify your strengths!
Activity: What’s Your Superpower?

Go to www.Menti.com and use code 37634194
Activity: Identify a colleague’s strengths and find areas to collaborate!

Kate
- Understands the customer
- Keeper of GCM's brand
- Art direction
- Strong connections in the community and press
- Public speaking
- Media relations
- Seeing the big picture and how the pieces are connected

Mindset Alignment
- Growth mindset
- Strategic thinking
- Collaboration & transparency
- Advocating for play
- Writing & editing
- ACM Session!

Pam
- Teacher, coach, mentor
- Big picture thinker
- Listener
- Compassionate
- Silliness, pure joy
- KISS Mentality
- Connecting resources
- Community partnerships
Common Collaboration Breakdowns

- Ignoring our specialties. When we are jacks of all trades, we are masters of none.
- Operating in silos without transparency or open communication.
- Making decisions that affect other teams without inviting those teams to the table.
- Not speaking the same “language.”
Collaboration Process
Key Ingredients

• A champion
• Everyone needs a voice
• Established timeline with deadlines
• Common norms, rules, and vocabulary
• Climate of collaboration and growth
• Transparency
• Clear path of decision making
Glazer Children’s Museum

Intentional Collaboration Process

**STEP 01**
Set a purpose and select an anchor

**STEP 02**
Establish a timeline and norms

**STEP 03**
Pre-meeting idea generation

**STEP 04**
Kickoff meeting

**STEP 05**
Teams make recommendations to leaders

**STEP 06**
Leaders meet to compare and make final decisions

**STEP 07**
Final project plan published and distributed amongst staff

**STEP 08**
New ideas that come in get tabled for future projects

**STEP 09**
Check-in meetings throughout the project for accountability

**STEP 10**
Debrief & celebrate!
Case Study 1

Intentional Collaboration within the Organization
**Summer of Stories**

**Exhibits**
- Storyland at GCM June 11 - Sept 11
- Mini Storyland in Plant City - June 4 - Sept 4

**Education**
- See Notes

**Development**
- Register Campaign with Page the book

**Guest Services**
- GS decor to match Family Play Project area

**Marketing**
- Social Media: Team GCM’s Favorite Books (highlight staff dressed as their favorite book characters)
- Social Media: Local celebrities’ favorite books
- SOS Branding in What’s New email, social media profiles, website
- Direct mail postcard
- Selfie spots in the museum

**Special Guests**
- PAWS for Friendship
- Local authors & storytellers
- Local storytellers
- Four Character appearances

**Camp Imagination**
- Skills: Podcasting, Make a book, Stop motion storytelling
- Make a book bag
- Campers get a book at the end of the week (theme related)
- Guest speakers
- Read to therapy dogs

**Digital Programming:**
- GCM @Home: Paper making, Sock puppets, Bookmaking
- Zigazoo: Story prompts, Share your story, Interview a friend

**Outreach:**
- Paper bag puppets

**Story Times:**
- Interactive Story Times with 7 Storyland books throughout the summer (dance, puppets, sing...)
- Therapy Dogs on Wednesdays 2:30pm
- Give out button pins of Page the book

**Learn & Play:** Use stories from Storyland

**Exhibit Enhancements:** Large puppet theater, Magnet word wall in ArtSmart

**Family Play Projects:**
- Creating a character
- Make a finger puppet based on your favorite character
- Tell a story in the puppet theater
Intentional Collaboration Process

**STEP 01**
Set a purpose and select an anchor

**STEP 02**
Establish a timeline and norms

**STEP 03**
Pre-meeting idea generation

**STEP 04**
Kickoff meeting

**STEP 05**
Teams make recommendations to leaders

**STEP 06**
Leaders meet to compare and make final decisions

**STEP 07**
Final project plan published and distributed amongst staff

**STEP 08**
New ideas that come in get tabled for future projects

**STEP 09**
Check-in meetings throughout the project for accountability

**STEP 10**
Debrief & celebrate!
Case Study 2

Intentional Collaboration with the Board of Directors

Glazer Children's Museum
Strategic Planning
Methodology & Terminology

Vision
The future we intend to create

Mission
Our core reason for existing

Goals
A broad primary outcome that supports the vision

Objectives
Measurable steps we will take to achieve a specific goal

Strategies
High-level steps we will take within an objective to achieve a specific goal

Tactics
Specific actions we will take as part of the strategy to achieve that goal
Strategic Planning Initiative Groups

Areas of focus for research, benchmarking, and social listening that will help inform our strategic goals.

**Play Experience**
How can we improve the play experience for children 0-5, older children, caregivers, grandparents, and teachers?

**Play Heritage**
How can we inspire the adults who directly impact a child’s life to understand and appreciate the value of play? How do we ensure a legacy of play is passed down through generations?

**Play Equity**
How do we remove barriers to ensure that all children have access to play? How do we become leaders in Diversity, Equity, Access, and Inclusion (DEAI) for our staff and guests?

**Play Advocacy**
How do we become thought leaders on play, effecting systemic and policy change?

**The Business of Play**
How do we ensure the long-term sustainability of our business so that we can share play with families for generations to come?
Strategic Planning Timeline

- **Mar**: Committee Work
  - Committee reviews and refines a refreshed vision and values. Champions are identified for initiative groups.

- **Apr**: Committee Work & Initiative Groups
  - Committee starts a mission-based evaluation matrix and list of current commitments. Initiative groups (board members, committees and staff) identify around tasks.

- **May**: Initiative Groups
  - Initiative groups (board members, committees and staff) investigate, share and document what they learn with the Committee to refine the initiatives.

- **Jun**: Initiative Groups
  - Initiative groups (board members, committees and staff) investigate, share and document what they learn with the Committee to refine the initiatives.

- **Jul**: Committee Work
  - Committee evaluates the initiative groups’ work and current commitments. Identifies goals and metrics.

- **Aug**: Committee Work
  - Committee compiles a draft plan.

- **Sep**: Board Response to Draft
  - The draft plan is shared at the Sept full Board meeting. Feedback is collected for Committee to create a final draft.

- **Oct**: Board Committee Responses
  - All standing committees review and vote on the final plan to prepare for a Nov full board vote and adoption.

- **Nov**: Board Vote
  - The final plan is presented at the Nov full Board meeting for vote and adoption.
**Vision**
The future we intend to create

**Mission**
Our core reason for existing

**Goals**
A broad primary outcome that supports the vision

**Objectives**
Measurable steps we will take to achieve a specific goal

**Strategies**
High-level steps we will take within an objective to achieve a specific goal

**Tactics**
Specific actions we will take as part of the strategy to achieve that goal
Intentional Collaboration Process

STEP 01: Set a purpose and select an anchor
STEP 02: Establish a timeline and norms
STEP 03: Pre-meeting idea generation
STEP 04: Kickoff meeting
STEP 05: Teams make recommendations to leaders
STEP 06: Leaders meet to compare and make final decisions
STEP 07: Final project plan published and distributed amongst staff
STEP 08: New ideas that come in get tabled for future projects
STEP 09: Check-in meetings throughout the project for accountability
STEP 10: Debrief & celebrate!
Case Study 3

Intentional Collaboration with External Partners
Playing to our Strengths

GCM
- Family engagement
- Play-based facility
- Accessibility
- Open 6 days a week
- Curriculum
- Large trained staff
- Much bigger budget

Rooted In Play
- Mission Alignment
  - Passionate about play
  - Loose part philosophy
  - Teaching caregivers
- Outdoor/nature play
- Easily reproducible at home
- Regularly scheduled in local parks
- Great reputation and follower base
- Agility and ability to be out in the community
Intentional Collaboration with External Partners

- Outreach events
- Education Committee
- Staff training
- Let’s Talk Play speakers
Collaboration Tools

asana

Monday.com

G Suite

Mural

Slack
Personality Assessments

- Myers-Briggs Type Indicator
- Positive Intelligence Saboteurs
- DiSC Model
- Enneagram
- Four Tendencies
Gretchen Rubin’s Four Tendencies

An **Upholder** readily meets outer expectations but struggles to meet inner expectations. Upholders keep their New Year’s resolution without much difficulty. They want to know what people expect from them, but their expectations for themselves are just as important.

An **Obliger** meets outer expectations but struggles to meet inner expectations. This is someone who knows he would be happier if he exercised but can’t bring himself to do so regularly. He may have been an athlete in school and when he was on a team he never missed practice.

A **Questioner** investigates all expectations—both outer and inner. Questioners want to do what they think makes sense and resist anything they deem to be arbitrary or inefficient. They always want to do know why they should do something, so they make everything an inner expectation. If it meets their inner standard, they will follow through. If it fails their inner standard, they will resist.

A **Rebel** resists all expectations, outer and inner alike. They do what they want to do, in their own way, in their own time. Rebels don’t like to be told what to do and even dislike telling themselves what to do. For instance, a Rebel would not sign up for a spin class on a Saturday because he doesn’t know what he wants to do at 10:00 am on a Saturday.
Glazer Children’s Museum

Kate White
Vice President of Marketing & Creative
kwhite@glazermuseum.org

Pam Hillestad
Vice President of Play & Learning
phillestad@glazermuseum.org

GlazerMuseum.org
@glazerchildrensmuseum
@glazerchildrensmuseum
@glazermuseum