

**Playing to Your Strengths:**  
The Power of Intentional Collaboration



**Kate White**

Vice President of Marketing & Creative



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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



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](http://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.”

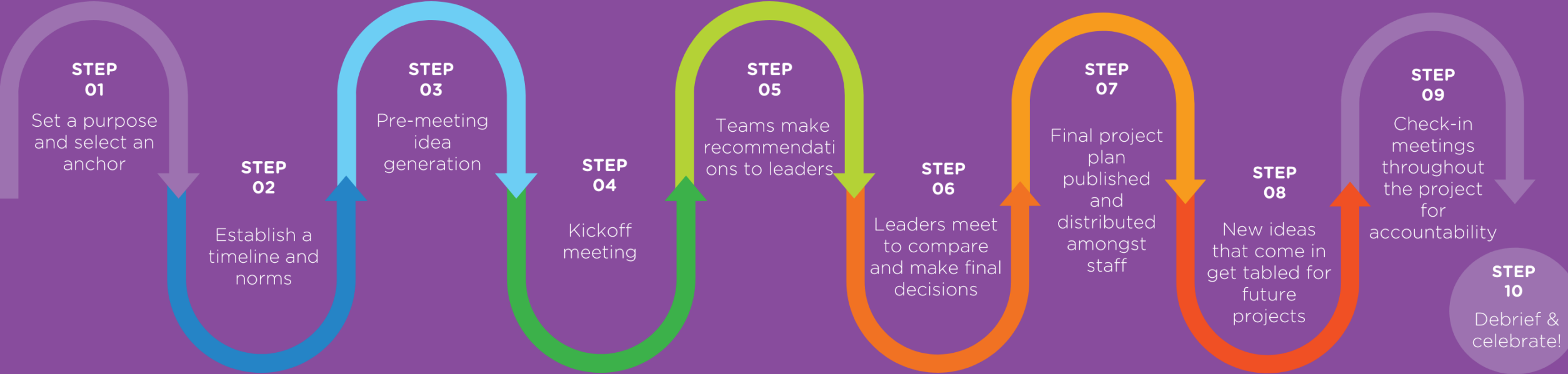


# Collaboration Process

## 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

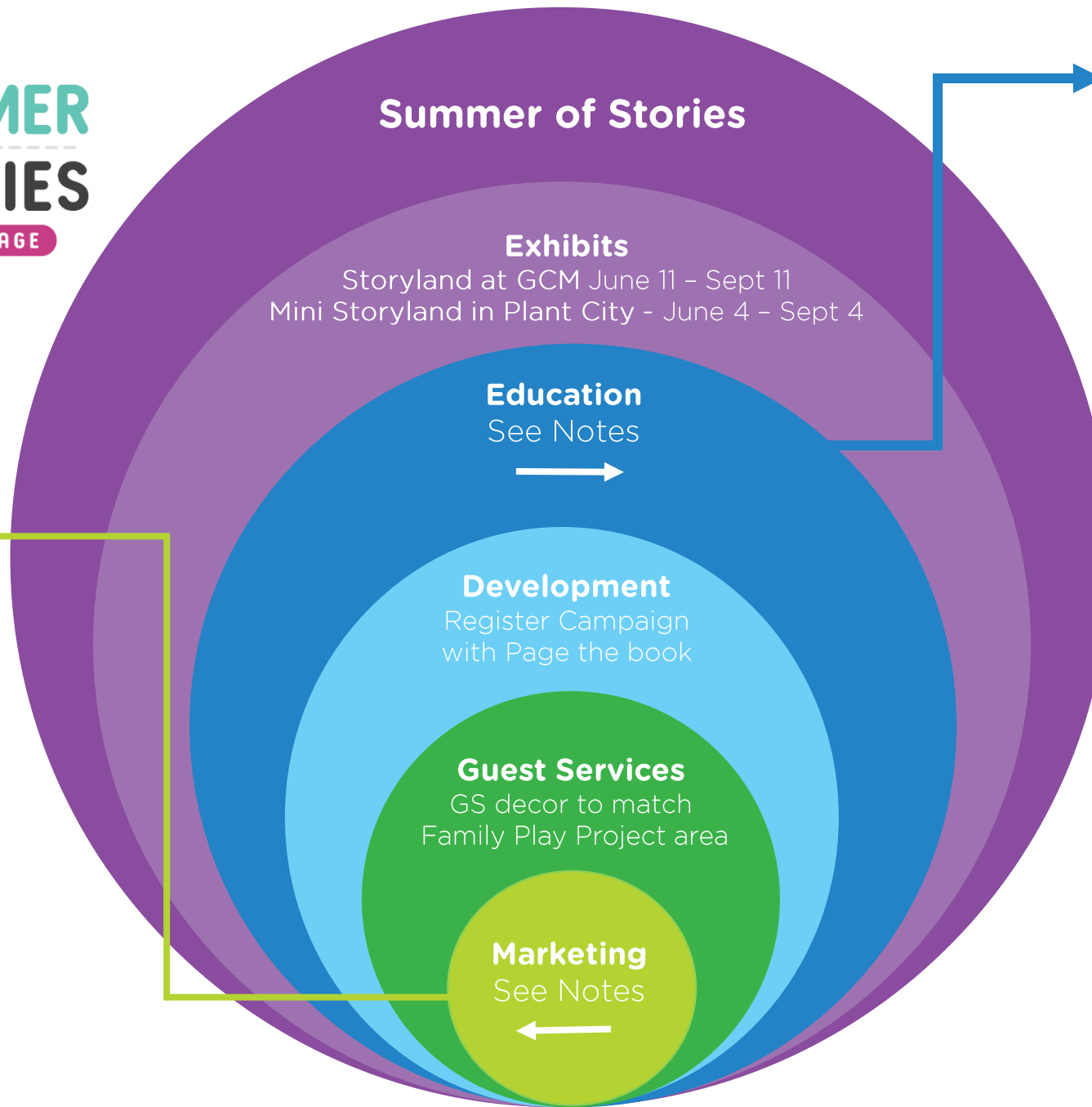
### Intentional Collaboration Process



# Case Study 1

Intentional Collaboration within the Organization





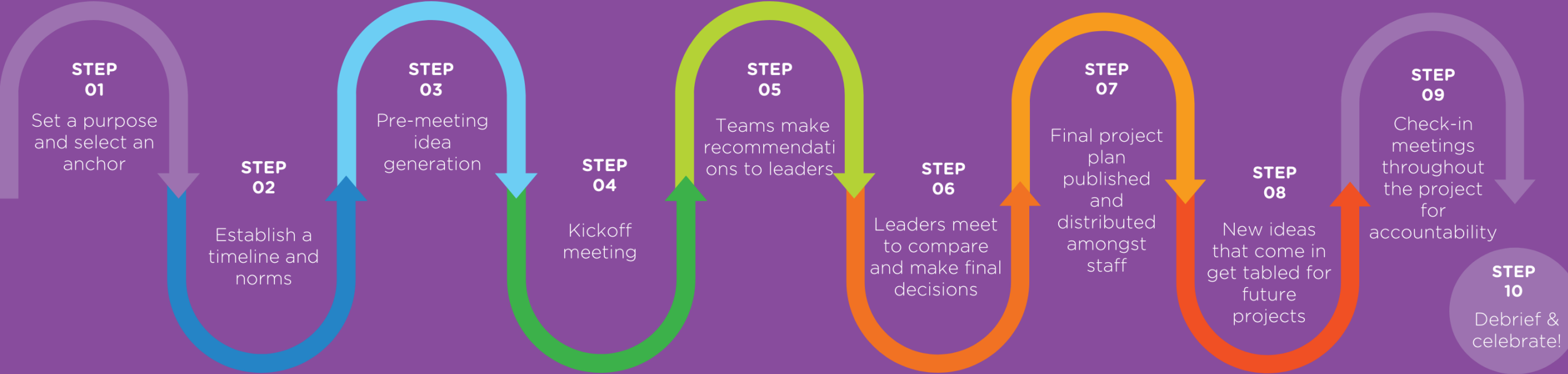
**Education**

- **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
- **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
- **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
- **Pop Up Play:** Puppet Shows. Bookmarks. Storytelling Stones. Story in a paper bag, Story Dice, Telephone Storytelling
- **Outreach:** Paper bag puppets

**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

### Intentional Collaboration Process



# Case Study 2

Intentional Collaboration with the Board of Directors

Glazer  
Children's  
Museum



# 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?



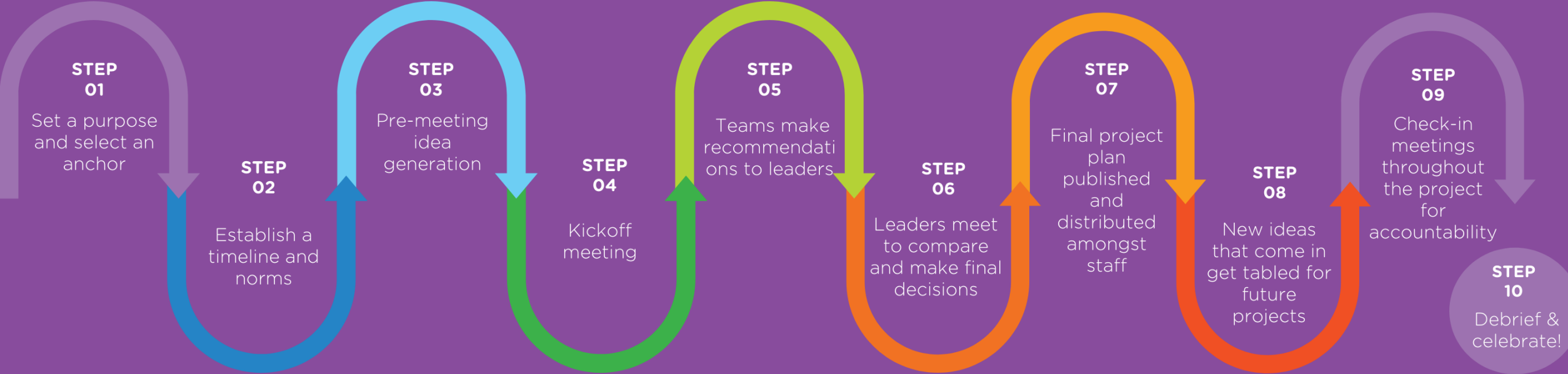
# Strategic Planning Timeline



<b>Committee Work</b>	<b>Committee Work &amp; Initiative Groups</b>	<b>Initiative Groups</b>	<b>Initiative Groups</b>	<b>Committee Work</b>	<b>Committee Work</b>	<b>Board Response to Draft</b>	<b>Board Committee Responses</b>	<b>Board Vote</b>
Committee reviews and refines a refreshed vision and values. Champions are identified for initiative groups.	Committee starts a mission-based evaluation matrix and list of current commitments. Initiative groups (board members, committees and staff) organize around tasks.	Initiative groups (board members, committees and staff) investigate, share and document what they learn with the Committee to refine the initiatives.	Initiative groups (board members, committees and staff) investigate, share and document what they learn with the Committee to refine the initiatives.	Committee evaluates the initiative groups' work and current commitments. Identifies goals and metrics.	Committee compiles a draft plan.	The draft plan is shared at the Sept full Board meeting. Feedback is collected for Committee to create a final draft.	All standing committees review and vote on the final plan to prepare for a Nov full board vote and adoption.	The final plan is presented at the Nov full Board meeting for vote and adoption.



### Intentional Collaboration Process



# Case Study 3

Intentional Collaboration with External Partners





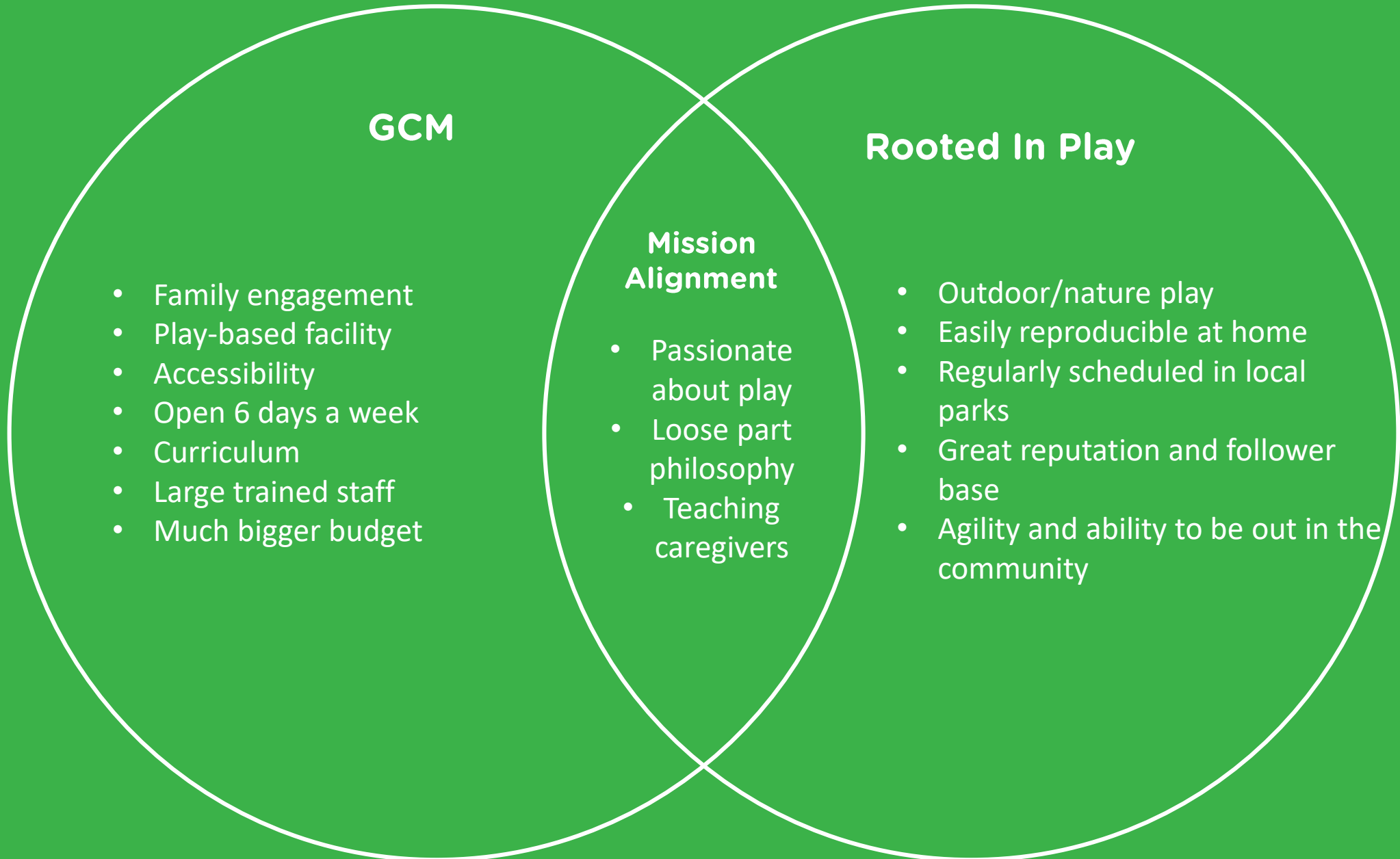








# Playing to our Strengths





## Intentional Collaboration with External Partners

- Outreach events
- Education Committee
- Staff training
- Let's Talk Play speakers

Text **GCMPLOY** to **855-202-2100** to give.

Let's  
Talk  
Play

A photograph of two women, Ashli Givens and Maggie Willman, standing in the back of a white van. They are both smiling and holding white signs. The woman on the left holds a sign that says 'FREE PLAY THIS WAY' with the 'Rooted in Play' logo below it. The woman on the right holds a sign with the 'Rooted in Play' logo. The van's interior is visible, showing blue and yellow equipment.

ASHLI GIVENS & MAGGIE WILLMAN  
Co-Founders Rooted in Play

Glazer  
Children's  
Museum

# Collaboration Tools



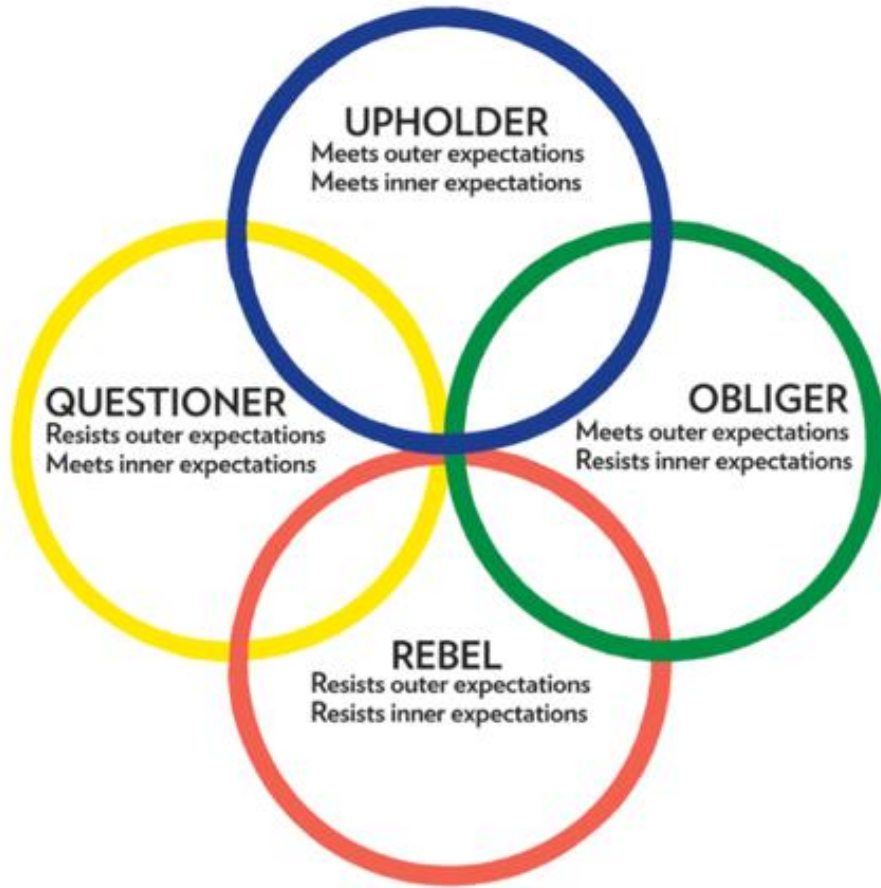
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# Personality Assessments

- 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 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.



SCAN ME

# Glazer Children's Museum



GlazerMuseum.org



@glazerchildrensmuseum



@glazerchildrensmuseum



@glazermuseum



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