SILL

Strengthening Innovative Library Leaders

Training Handbook

MORTENSON CENTER
@ THE UNIVERSITY OF ILLINOIS LIBRARY
developing librarians worldwide

SILL

Strengthening Innovative Library Leaders

Training Handbook
For Public and Community Libraries

Sections

Acknowledgments

These training materials were designed and written/adapted by Susan Schnuer, with invaluable assistance from Rebecca McGuire.

Colleagues from across the world provided valuable input as well, including those at the Mortenson Center and the University of Illinois (USA), The Namibian Ministry of Education, Arts, and Culture, The Myanmar Book Aid and Preservation Foundation, The Armenian Library Association, FOKAL Haiti, READ India, READ Nepal, READ Bhutan, The British Council in Bangladesh, and African Library & Information Associations & Institutions (AfLIA).

The training was also developed with valuable contributions from our evaluator, Rebecca Teasdale (USA).

Handbook Overview

This handbook was designed to help you administer the SILL training program. The SILL program is comprised of 4 unique learning modules:

1. Leadership Styles for Librarians

2. Library Leaders as Innovators

3. Library Leaders with a Plan

4. Library Leaders as Communicators

Each module has its own section in the handbook with the following components:

- Module overview and learning outcomes
- List of materials needed
- Outline of the module
- Trainer guidelines with “Talking Points” for every PowerPoint slide and instructions for each activity

Suggestions for adapting the content are listed next to orange lightbulbs in this handbook.

SILL Welcoming Session

Overview

The welcoming session will introduce the participants to the training team and give them an overview of the SILL project. The trainers will also go over the training goals and rules.

Materials Needed

- PowerPoint Slides
- Projector and Screen
- Computer with Speakers
- Blank Paper for Each Table
- Markers for Each Table
- Participant Workbook for each Participant
- Flip Chart and Paper
- Tape
- Pens/Pencils

Outline

1. Formal Welcoming (10 minutes)

2. SILL Introduction (10 minutes)

3. Participant Expectations and Training Schedule (10 minutes)

4. Activity: SILL Teams (10–15 minutes)

5. Participant Workbook and Leadership Profile Introduction (5 minutes)

6. Activity: Problem Solving (10–15 minutes)

7. Team Summary Sign–Up (5 minutes)

Trainer Guidelines

1. Formal Welcoming (10 minutes)

Senior library staff formally welcomes the participants and trainers to the program.

2. SILL Introduction (10 minutes)

Project PowerPoint slide "i" and explain that you will introduce the project before beginning the training sessions. Examples of talking points for each slide are listed below.

SLIDE #	TALKING POINTS
ii	Briefly display the acknowledgements slide and emphasize that many people from around the world have worked on this project.
iii	The trainers will introduce themselves at this time. Add the names and photos of your trainers to this slide.
iv	Explain that this training was created by the Mortenson Center for International Library Programs at the University of Illinois in the USA. Read the information on the slide.
v	Introduce the SILL project and read the details listed on the slide. Currently, most leadership programs are designed for exceptional librarians. While such leadership programs are excellent, they are also very competitive and expensive. The project focuses on the leadership skills for everyone in the library.
vi	Read the SILL learning goals to the participants. Emphasize that this training should increase their confidence as a leader as well as their problem–solving skills.
vii	The point of the cartoon is to say that many people want change and leadership training, but few are willing to do the hard work that is required to become a leader.

3. Participant Expectations and Training Schedule (10 minutes)

SLIDE #	TALKING POINTS
viii	First, ask all the participants to introduce themselves. Next, ask the participants to volunteer one or two things that they hope to learn from the training. List all the responses on a flip chart, and then review to indicate what will be covered and what will not be covered during the two days of training.

	The purpose of this exercise is to manage expectations. Not everything can be covered in two days, but reassure the participants that they will learn many skills in an engaging manner.
ix	Explain that this training has several modules: Leadership Styles for LIbrarians, Library Leaders as Innovators, Library Leaders with a Plan, and Library Leaders as Communicators. Each module also includes a problem–solving component. Emphasize that this is a journey about discovering more about each person's unique style of leadership. This training is intended to give people the confidence to begin to apply their leadership skills, not to make them experts in each of these areas. Explain that the training will consist of short lectures, individual and group activities, and time for reflection. Participants who engage and interact will gain the most from the training.
x	Read the house rules and ask if there are any questions or if the participants think any additional rules should be added. Customize these rules as needed.

4. Activity: SILL Teams (10–15 minutes)

WHAT YOU NEED

- Slide xi
- Blank paper for each team
- Markers for each team

OBJECTIVE

Participants will be divided into teams, choose their team names, and create team name tags.

INSTRUCTIONS

1. Before you show slide xi, organize the group into teams. You should have 3–5 tables with no more than 6 participants at one table. Ask the participants to count off from 1 to 3, 1 to 4, or 1 to 5, depending on the number of tables you have.

2. Tell the Ones to sit together at one table, the Twos at the second table, and so on. The purpose is to mix up the group so that friends and colleagues are not sitting together.

3. Once the group is organized, display slide xi and state that all the teams must choose a name for their group.

Adapt by changing the team names. Add more team names if there are additional tables.

4. Give them time to choose a name from the list.

5. Once the groups have determined their names, give each team 5 minutes to design their team nametag. Have them draw a picture on the team nametag and include all team members' names. Tape their nametags to their tables.

5. Participant Workbook and Leadership Profile Introduction (5 minutes)

WHAT YOU NEED

- Slide xii
- Participant Workbooks, Leadership Profile pages

OBJECTIVE

Participants will be introduced to their Participant Workbooks and trainers will explain the importance of completing the leadership profile at the end of each module.

INSTRUCTIONS

1. Ask participants to take out their workbooks. Explain that they contain all the handouts they'll need for the training.

2. Explain that they will complete some self–assessments during the training. It is important that they also ask a coworker to complete the assessments for them when they return to their library, so we have provided extra copies of the self–assessments in the back of their Participant Workbooks. This will be discussed in more detail in later modules.

3. Next, point out the Leadership Profile in the Participant Workbook, and explain that they will answer questions in the Leadership Profile after every module.

6. Activity: Problem Solving (10–15 minutes)

WHAT YOU NEED

- Slides xiii–xvi
- Flip chart & marker

OBJECTIVE

The trainers will introduce the problem–solving component of the SILL training. Every module will have at least one problem–solving scenario that the group will solve together.

INSTRUCTIONS

1. Display slide xiii. Explain that the training group will be solving many problems together using a 6–step process.

   Read the problem: "There is not enough technology in the library to meet the needs of our users. The librarians asked the appropriate government official for funds to buy an additional 3 tablets. The government official refused to give funding because 'Libraries are about books, not technology.'"

2. Display slide xiv. Read the quote on the slide:

   "If I were given one hour to save the planet, I would spend 59 minutes defining the problem and one minute resolving it." —Albert Einstein

Say: "If Albert Einstein felt this way about problems, then we know that defining the problem is not easy. Let's talk about an approach to define our first problem."

3. Display slide xv. Review all the problem–solving steps, but emphasize that you will focus on the most important and difficult ones: steps 1 and 2.

4. Display slide xvi. Explain that you will solve the problem together as a group. Focus on Steps 1 and 2. Write the participants' answers on a flip chart.

FACILITATION

Step 1: Ask the participants to define the problem. Answers could be:

- The government official is the problem.
- The government official does not understand libraries.
- The library does not have enough resources to meet the needs of users.
- Librarians have not done a good job of explaining why technology is important to library users.
- Librarians did not present their case to the government official in an effective way.

Step 2: Now ask the group to take responsibility for the problem and avoid blame. Example answers:

- I or we need to work more closely with the local government official to advocate for the necessary library resources to meet the needs of our users.
- I or we need to be better communicators.
- I or we need to be better advocates for technology in libraries.
- I or we need to find other sources of funding for the tablets.

Any of these answers, and others that the group might have, are possible solutions to the problem as long as they accept responsibility and avoid blaming others.

Answers that are not acceptable are:

- The government official is the problem. (blaming)
- It is not my problem. (avoiding responsibility)
- I have no idea. (avoiding responsibility)

Note for trainers: Leaders take responsibility and avoid blame.

You do not have to discuss Steps 3–6 in detail because they depend on how you have defined the problem. However, explain to the participants that once a problem is defined they should follow the remaining steps.

Repeat that there will be several opportunities for problem solving in the next two days. The focus will be on Steps 1 and 2, the most difficult and important part of the process.

Ask the group if there are any questions. Then, continue with the introduction of the leadership training.

7. Team Summary Sign–Up (5 minutes)

WHAT YOU NEED

- Slide xvii
- Piece of paper & pen/pencil

OBJECTIVE

Each team will learn the rules for and sign up for one team summary.

INSTRUCTIONS

1. Display slide xvii.

2. Explain that each group will be responsible for summarizing 3–5 lessons learned in a module. Ask every group to sign up for one module, and record it on a piece of paper:

   Module 1 **Leadership Styles for Librarians**

   Module 2 **Library Leaders as Innovators**

   Module 3 **Library Leaders with a Plan**

   Module 4 **Library Leaders as Communicators**

Note: If you have more than 4 teams, you can have a group give a summary for the Closing Session. You also have the option to provide costumes or hats for the participants to wear while giving the summaries. This makes the activity fun and puts less pressure on the presenters.

MODULE 1
LEADERSHIP STYLES FOR LIBRARIANS

Overview

This module will define the concept of "leadership" and introduce Goleman's 6 styles of leadership. Participants will discover the leadership styles they identify with and learn the traits that make a strong library leader.

Learning Outcomes

After completing Module 1 of this training, participants will be able to:

- Define several common styles of leadership and understand how they affect various situations given context.
- Describe the leadership style or styles that feel most natural to them.

Materials Needed

- PowerPoint Slides
- Projector and Screen
- Computer with Speakers
- Participant Workbooks
- Pens/Pencils
- Flip Chart
- Paper
- Markers
- Leadership Problem–Solving Scenario Cards (in supplemental materials)

Module Outline

1. Module 1 Introduction (5 minutes)
2. Icebreaker: Line Up (10 minutes)
3. Lecture: Leadership Styles (10 minutes)
4. Activity: Leadership Style Scenarios (20–30 minutes)
5. Activity: Leadership Style Self–Assessment (5–10 minutes)
6. Activity: Partner Feedback (10 minutes)
7. Activity: Leadership Style Group Assessment (15–25 minutes)
8. Activity: Individual Leadership Styles (5–10 minutes)
9. Leadership Profile (5 minutes)

10. Team Summary (5 minutes)

Trainer Guidelines

1. Module 1 Introduction (5 minutes)

Project the Module 1 PowerPoint at this time and begin on slide 1.1.

SLIDE #	TALKING POINTS
1.1	Welcome the participants to the first module of the training session. Explain that in this module, the group will discuss the concept of "leadership" and review strategies to improve their leadership techniques. Participants will also learn more about their personal leadership styles.
1.2	Briefly display the learning objectives and ask if there are any questions. Ask the group who volunteered for the Module 1 Team Summary to raise their hands. They should be ready to give the short summary at the end of this Module.

2. Icebreaker: Line Up (10 minutes)

WHAT YOU NEED

- Slide 1.3

OBJECTIVE

Participants will get to know each other by lining up horizontally and answering questions by stepping forward or backward.

INSTRUCTIONS

1. Display slide 1.3 and ask participants to stand in a horizontal line.
2. Explain that you will ask a series of questions. Each question will have two possible answers. The participants will step forward for one answer and backward for the other answer.

FACILITATION

You can use the questions provided or adapt by creating your own.

1. At work, are you more like a butterfly or a bee? Step forward for "butterfly," and step backward for "bee."

   After everyone moves, ask "Why did you choose your answer?"

2. At work, are you more like a bus or a bicycle? Step forward for "bus," and step backward for "bicycle."

   After everyone moves, ask "Why did you choose your answer?"

Explain that this is an effective icebreaker to get to know your colleagues and learn how they think. Every leader is different!

3. Lecture: Leadership Styles (10 minutes)

Review slides 1.4–1.13 with the group. Refer to the Talking Points below.

SLIDE #	TALKING POINTS
1.4	Daniel Goleman is an internationally renowned psychologist and author of Emotional Intelligence, a book that provided a new way of thinking about leadership. The key point here is that leadership can happen anywhere in an organization; it does not have to be top down.
1.5	There is confusion between leadership and management, yet they go hand–in–hand. This quote helps distinguish between the two terms. The main point is that leaders can be more successful if they engage others in defining the work and moving forward. You also need to be a manager because without a plan there is no great leadership.
1.6	Review the chart on this slide with the group. Make the point that managers ask the question "How?" while leaders ask the questions "Why?" and "For whom?" Emphasize again that good leaders need to be good managers and that good managers need to be good leaders.
1.7	Briefly read the 6 leadership styles. The key messages are: • All styles are important. • Some styles are better in certain situations. • Most people have a variety of styles.
1.8	After reviewing the Commanding style, ask the group: "Does this style have a more positive or negative influence on the workplace? Why?" For all the styles, you will ask this open–ended question and be prepared that people will have differing viewpoints. Your purpose is to encourage them to think about this style, not to judge what they say. This Commanding style is needed in emergency situations, when there is no time for discussion. Usually, this style tends to have a negative influence because there is no possibility of discussion about what needs to be done. Individuals can either be intimidated or angry about this approach.

1.9	After reviewing the Visionary style, ask the group: “Does this style have a more positive or negative influence on the workplace? Why?” Usually, this style is positive because most individuals like to be part of a visionary and innovative organization.
1.10	After reviewing the Affiliative style, ask the group: “Does this style have a more positive or negative influence on the workplace? Why?” This style is usually positive because it encourages and develops the capacity of the workers, but it can also have weaknesses.
1.11	After reviewing the Democratic style, ask the group: “Does this style have a positive or negative influence on the workplace? Why?” This is usually a positive style because it is collaborative and gets input from employees, but it can also have weaknesses.
1.12	After reviewing Pacesetting style, ask the group: “Does this style have a more negative or positive influence on the workplace? Why?” This style is needed when a big project is due with many timelines. This style usually has a negative impact because the individuals push for too much too fast and are also quick to point out failure or mistakes.
1.13	After reviewing the Coaching style, ask the group: “Does this style have a more positive or negative influence on the workplace? Why?” This style is usually positive because the individual seeks to help others become stronger and more productive employees, but it also has weaknesses.

4. Activity: Leadership Style Scenarios (20–30 minutes)

WHAT YOU NEED

- Slide 1.14
- Participant Workbooks, Handout 1.1
- Leadership Scenario Cards (in supplemental materials)

OBJECTIVE

Participants will practice problem solving from the perspective of each leadership style.

INSTRUCTIONS

1. Pass out one leadership scenario card to each group. Every group should have a different scenario card. Instruct them to open their workbooks to Handout 1.1.

2. Explain that each group will work together to determine how a supervisor with each leadership style would instruct their staff to solve the problem written on their card. They can refer to the accompanying page for more information about each style. They should write their answers under each style in their workbooks.

3. When they have finished the activity, have a spokesperson from each group come to the front of the room to report on their answers.

Adapt by creating your own scenario cards.

FACILITATION

After the activity is completed, ask the following questions:

1. What did you learn from this exercise?

2. Which style was the most difficult to understand?

3. Which style was the easiest to understand?

4. Give one example of how one leadership style would respond to your scenario.

5. Activity: Leadership Style Self–Assessment (5–10 minutes)

WHAT YOU NEED

- Slide 1.15
- Participant Workbook, Handout 1.2

OBJECTIVE

Participants will assess the leadership styles with which they most identify.

INSTRUCTIONS

1. Project slide 1.15. Ask participants to open to Handout 1.2 in their workbook. Explain that each person will rate each leadership style according to how much they use it at work.

2. 2. Instruct the participants to rate each leadership style according to how often they use it at work. They will most likely have two styles rated highest and two rated lowest. The total must add up to 100! Use the example on the slide to help explain this activity.

3. Remind the participants that they have multiple styles, and as leaders they will need to use all the styles at different times. Remind them that there is no right or wrong answer and that they will not have to share their answers with the group.

6. Activity: Partner Feedback (10 minutes)

WHAT YOU NEED

- Slide 1.16

OBJECTIVE

Participants will discuss their leadership styles with a partner.

INSTRUCTIONS

Pair each participant with a partner at their table and ask them to discuss the following:

1. What are your two preferred leadership styles? Give an example of a situation when you used one of the styles.
2. Which leadership style would you like to practice more?

7. Activity: Leadership Style Group Assessment (15–25 minutes)

WHAT YOU NEED

- Slides 1.17–1.19
- Participant Workbook, Handout 1.3

OBJECTIVE

Participants will discover how people with different leadership styles can work together to solve a problem.

INSTRUCTIONS

1. Display slide 1.17. Explain that each table will work together as a group. They will be given a situation and need to work together to decide how to best solve the issue. Name one person in each group as the "observer."
2. One trainer will take the "observers" outside the room and tell them to review Handout 1.3. Ask them to observe the styles exhibited by the group members during the exercise. They should write down the names of the participants under the different styles. They must write every group member's name down at least once. The observers do not participate in this exercise; they only observe behaviors to try to understand their group members' leadership styles.
3. Inside the room without the observers, display slide 1.18 and read the scenario out loud to the groups.
4. Bring the observers back into the room and ask them to watch their group members work together on the scenario and observe their behaviors to understand their leadership styles.

FEEDBACK

Display slide 1.19 and ask the observers to give their group members feedback about the styles they observed in their small groups. If you have extra time, give each group 1 minute to share 2 ideas they had for the television station visit.

8. Activity: Individual Leadership Styles (5–10 minutes)

WHAT YOU NEED

- Slide 1.20
- Participant Workbook: Handout 1.4
- Pens/Pencils

OBJECTIVE

Participants will assess the leadership styles they use the most frequently and least frequently.

INSTRUCTIONS

1. Give participants a few minutes to review the information about leadership styles in the previous handouts in their workbooks.

2. Ask participants to complete Handout 1.4 by choosing the two leadership styles that they use the most frequently and the two they use least frequently.

FACILITATION

Ask for volunteers to share their answers to the first two questions. Then ask: "What style do you use infrequently that perhaps you should use more? Why should you use it? When should you use it?"

9. Leadership Profile (5 minutes)

Slide 1.21

The participants should take this time to update their Leadership Profile for Module 1. The group in charge of the Team Summary can also use this time to prepare.

10. Team Summary (5 minutes)

Slide 1.22

The group in charge of the Team Summary should come to the front of the room and summarize 3 to 5 lessons learned from the module. The trainers should facilitate by asking open–ended questions.

MODULE 2
LIBRARY LEADERS AS INNOVATORS

Overview

This module will introduce library innovation trends, approaches, and strategies.

Learning Outcomes

After Completing Module 2 of this training, participants will be able to:

- Give examples of how libraries can be innovative in their responses to local problems.
- Gain insight into their strengths as an innovator.
- Propose an innovative idea for an innovative service to respond to user needs in their library.

Materials Needed

- PowerPoint Slides
- Projector and Screen
- Computer with Speakers
- Participant Workbooks
- Pens/Pencils
- Paper
- Balloons (25–40 per team)
- Tape (1 roll per team)
- Flip Chart
- Markers
- Airplane Target (in supplemental materials)

Module Outline

1. Module 2 Introduction (5 minutes)
2. Icebreaker: Paper Airplanes (10–15 minutes)
3. Introducing the "Trash in the Library" Problem (10 minutes)
4. Innovation YouTube Videos (5–10 minutes)
5. Solving the "Trash in the Library" Problem (20 minutes)
6. Lecture: Library Problems and Innovative Solutions (10 minutes)
7. Activity: Brainstorming Innovative Solutions to Local Problems (15–20 minutes)
8. Activity: Innovation Self–Assessment (10–15 minutes)
9. Activity: Balloon Towers (20–25 minutes)

10. Activity: Developing an Innovative Idea (15–20 minutes)
11. Leadership Profile (5 minutes)
12. Team Summary (5 minutes)

Training Guidelines

1. Module 2 Introduction (5 minutes)

SLIDE #	TALKING POINTS
2.1	Welcome the participants to Module 2 of the training. Explain that we will discuss how library leaders can be innovators.
2.2	Ask the group to read the Learning Objectives and ask if they have any questions before continuing.

2. Icebreaker: Paper Airplanes (10–15 minutes)

WHAT YOU NEED

- Slides 2.3–2.4
- Participant Workbooks, Handout 2.1
- Paper
- Airplane Target (in supplemental materials)
- Tape

OBJECTIVE

Participants will practice innovative thinking by creating paper airplanes as a team.

INSTRUCTIONS

1. Pass out blank paper to each table. Ask participants to open their workbooks to Handout 2.1 for information on making a paper airplane. Explain they do not have to use the instructions.
2. Explain that each group will have 5 minutes to create a paper airplane. They will try to hit the designated target with their planes. The groups can decide if they want to create one airplane or multiple airplanes and should come up with a strategy for their team.
3. After 5 minutes, bring each group to the front of the room and give them 5 tries to hit the target, using whatever strategy they choose. Keep track of how many times each group hits the target.

FACILITATION

Display slide 2.4 and ask the following questions:

- What happened in your group? Who took leadership?
- What strategies did you use?

- Did you work individually or in teams?
- How innovative were you in creating your designs?

As trainers, you want to say that competition does not always encourage teamwork and can, at times, become a barrier to innovation.

3. Introducing the "Trash in the Library" Problem (10 minutes)

WHAT YOU NEED

- Slide 2.5
- Flip Chart
- Marker

OBJECTIVE

Participants will practice innovative problem–solving techniques.

INSTRUCTIONS

1. Display slide 2.5 and read the problem on the slide. Ask the participants how they could define and take ownership of the problem. List their answers on the flip chart.

2. Announce that we will return to this problem, so participants should think about possible solutions as we watch the YouTube videos.

You can adapt by creating a more relevant problem for the group to solve.

4. Innovation YouTube Videos (5–10 minutes)

WHAT YOU NEED

- Slide 2.6
- Speakers and YouTube videos (links on slide)

OBJECTIVE

Participants will begin thinking about the different innovations that are possible in libraries.

INSTRUCTIONS

Play the following YouTube videos:

1. **The Dancing Traffic Light Manikin**

2. **Brilliant and Innovative Idea**

Adapt by using different short videos with relevant innovations in your region.

FACILITATION

Ask the participants the following questions after showing all of the videos:

1. What was the problem in these videos?

2. Who took responsibility?

3. What was the solution?

5. Solving the "Trash in the Library" Problem (20 minutes)

WHAT YOU NEED

- Slide 2.7
- Flip Chart Paper
- Markers
- Tape

OBJECTIVE

Participants will brainstorm innovative ways to solve the "Trash in the Library" problem.

INSTRUCTIONS

1. State that we are going to return to the trash problem, and for the following exercise, we are going to analyze and define the problem as: "We want to encourage visitors to use the trash cans in front of the library."

2. Each group must think of an innovative, fun, and sustainable way to get users to start using trash cans. They have 10 minutes to discuss this in their teams; then they will report to the entire group. They should use flip chart paper and markers to draw their idea. They cannot propose to post library policies about trash, because that is not innovative. Encourage them to be creative.

FACILITATION

Each group should report on their innovative idea. Ask them:

1. Was it difficult to think of an innovative idea?

2. Did your team work together?

3. Did someone on your team have a vision for making this work?

6. Lecture: Library Problems and Innovative Solutions (10 minutes)

SLIDE #	KEY TALKING POINTS
2.8	Introduce session: This short lecture will reinforce that librarians can be innovative in solving day–to–day problems in the library. Many of these problems can be resolved without a lot of resources.
2.9	Before we discuss innovation in libraries, let's look back. Here is a pretty typical U.S. public library, probably about 60 years ago. What do you notice? (The group will probably say: books, quiet, librarian behind the desk, etc.) Emphasize that this is a library of the past and today we will be talking about modern libraries that focus on what their users need.
2.10	Here is the universal sign for libraries. What does this sign say about libraries? Hopefully the group will say: libraries are about books. In fact, innovative libraries are no longer only about books. They are about services and making sure that their users have access to the information that they need. So let's look at some innovative libraries. The following slides show examples of services offered by libraries around the world. These are only some of many examples. You can select to talk about a few or all of these examples depending on the length and goal of your presentation. You can even come up with other examples. For more stories about the innovative ways libraries are serving their communities, explore www.beyondaccess.net or contact Beyond Access at beyondaccess@irex.org.
2.11	Innovation is about providing better services or programs for the users. It does not require expensive equipment or funding, and just because something is expensive or new does not mean it is innovative. Innovations solve a need and are useful to the community.
2.12	Innovation can happen anywhere in a library. But we will examine three areas for possible innovation: services for everyone; technology hub in a digital world; and welcoming libraries: friendly spaces, collections, policies, and staff. Many times librarians think that they need a bigger budget if they are going to be innovative. But in fact, innovation is a mindset. It is simply thinking about what can be done in a new way.

Adapt the following slides by replacing the innovation examples with examples and images from your region.

2.13	This is a picture of a community library in Nepal. The problem the librarians faced was that farmers wanted information about animal diseases. The information in the library was contained in books that were not always easy to understand. The librarians solved this by arranging for a local veterinarian to come and give information to the farmers and the community right outside the library. So you could say that even the animals benefit from the library.
2.14	This is a community library in Myanmar. The problem here was that street youth in the community were unable to attend school or visit the library. Instead, they work collecting bottles during the day for money. The librarians solved this by setting up a small table with tablets outside of the library. The children could stop outside for 15 to 20 minutes. They were able to play educational games and have fun with the library's tablets, which make them excited about using the library.
2.15	This example comes from Finland. They are facing a problem of how to welcome refugee groups into the library. They talked to many local refugees and realized they could attract more refugees by holding a weekly language café where refugees can learn Finnish with library staff and volunteers.
2.16	Now, let's travel to Namibia. This public library faced a problem of how to engage children with technology. To solve it, they created a technology lab designed especially for students. It requires little adult supervision and is located in the children's area of the library.
2.17	This example comes from Romania. They realized that teenagers were not going to the library. They solved this problem by creating programs specifically designed with teenagers' interests in mind. Teens all over the world want to develop content and are looking for places where they can learn how to use the equipment. The library provides not only the equipment and the space but also teaches users how to use the equipment. You can imagine that soon we will see many YouTube videos from Cluj!
2.18	A community library in the Philippines realized that many elderly users had little contact with family members living in other countries. They solved this by installing Skype on their computers and teaching the senior citizens to communicate with their family on Facebook and Skype.

2.19	This library noticed that they didn't have a space that met the needs of small children. They decided to use equipment and resources that they already had to create an inexpensive children's corner.
2.20	One problem that many libraries around the world face is that users want to receive information in different formats. They don't just want paper books anymore. One way to solve this is by acquiring collections in electronic formats.
2.21	Another problem many libraries are facing is policies that are not user–friendly. Many libraries are now reviewing their library policies to determine if the policies support the image of a friendly library. They want to get away from the stereotype of the librarian who is always asking everyone to be quiet. The modern library is a place for both quiet and noisy users. This means signs and policies have to be changed.
2.22	The last problem is that users are reluctant to approach librarians seated behind the desk. We can solve this by conducting customer service training that encourages librarians to be more proactive with users. We should be willing to leave our desks and physical libraries to reach out to users.

7. Activity: Brainstorming Innovative Solutions to Local Problems (15–20 minutes)

WHAT YOU NEED

- Slide 2.23
- Participant Workbook, Handout 2.2
- Pens/Pencils

OBJECTIVE

Participants will think about how their own libraries have solved problems in innovative ways.

INSTRUCTIONS

1. Ask the participants to turn to Handout 2.2 in their workbooks.
2. Explain that each table will work together to brainstorm an example of an innovative solution to a problem at a local library. They must describe: the problem, how they know it's a problem, the user group, and the solution. They will have 10 minutes for this exercise.

FACILITATION

After everyone has finished, ask each team to briefly report back on their answers.

8. Activity: Innovation Self–Assessment (10–15 minutes)

WHAT YOU NEED

- Slides 2.24–2.26
- Participant Workbook: Handout 2.3
- Pens/Pencils

OBJECTIVE

Participants will assess how innovative they are as leaders.

INSTRUCTIONS

1. Display slide 2.24 and explain that everyone can be innovative; it just takes practice. We will take a closer look at ourselves as innovators in this activity.
2. Display slide 2.25. Ask participants to open their workbooks to Handout 2.3. Explain that they will learn more about their leadership as an innovator by filling out the self–assessment. The assessment contains 15 dimensions. If they strongly agree with a statement, they should give themselves a "10." If they strongly disagree, they should give themselves a "1" or "2." Or they can rate themselves between those numbers. It is also important to think about how others might rate them.
3. When participants have completed the assessment, ask them to add up the points. When everyone is finished, display slide 2.26 and read the scoring information.

FACILITATION

Ask the participants if they think their results are accurate. Did they learn anything new about themselves during this activity? Suggest that they ask their coworkers to complete the assessment for them to see how others view them.

9. Activity: Balloon Towers (20–25 minutes)

WHAT YOU NEED

- Slide 2.27
- Balloons: 1 package, or about 20 balloons per team
- Tape: 1 roll per team

OBJECTIVE

Participants will practice innovating and thinking creatively by working in teams to create balloon towers.

INSTRUCTIONS

1. Pass out a package of balloons and a roll of tape to each group, but tell them not to touch it until the activity starts.
2. Explain that each team will compete to build the tallest, freestanding, self–supporting balloon tower. They will have 10 minutes to work together to build the tower, and they can use the first few minutes to brainstorm.

3. After explaining the rules, tell them they can begin working.

4. At the end of 10 minutes, stop the action. Make sure that the group lets go of the tower as soon as you say “stop!” If they do not let go, their group will be disqualified.

5. Walk around and evaluate each balloon tower to determine which team built the tallest.

FACILITATION

Ask each team:

- What strategies did you use when building the towers?
- Did each person in the group have a specific role?
- What worked well for your team?
- What didn’t work well for your team?

10. Activity: Developing an Innovative Idea (15–20 minutes)

WHAT YOU NEED

- Slide 2.28
- Participant Workbook, Handout 2.4
- Pens/Pencils

OBJECTIVE

Participants will create an innovative idea for a library program or service. They will use this when creating their Action Plans in Module 3.

INSTRUCTIONS

1. Display slide 2.28. Explain that each participant will leave the training with an Action Plan. The first step to creating their Action Plan is to develop an innovative idea.

2. Ask the group to complete Handout 2.4 in their workbooks and answer the following questions:

   - What problem are you addressing? How do you know that this is a problem?
   - Which user group will benefit from this innovation?
   - What is your innovative idea?

FEEDBACK

Each person should have a trainer or another participant review and approve their idea when they finish. Walk around the room to answer questions while they’re working. Provide feedback on the following:

1. Is the idea innovative?

2. Is the idea realistic?

3. Why is the idea important?

4. How will it benefit their users?

11. Leadership Profile (5 minutes)

Slide 2.29

The participants should take this time to update their Leadership Profile for Module 2. The group in charge of the Team Summary can also use this time to prepare.

12. Team Summary (5 minutes)

Slide 2.30

The group that volunteered to lead the Team Summary for Module 2 will stand up and facilitate this activity. They will describe 3 to 5 lessons they learned in this module.

MODULE 3
LIBRARY LEADERS WITH A PLAN

Overview

This module will outline how to create realistic goals and plans. Participants will practice by writing an Action Plan for an innovative service or program to implement in their library.

Learning Outcomes

After completing Module 3 of this training, participants will be able to:

- Develop a well–written, innovative goal for their library.
- Draft an Action Plan that they will implement on their return home.

Materials Needed

- PowerPoint Slides
- Projector and Screen
- Computer with Speakers
- Participant Workbooks
- Pens/Pencils
- Flip Chart
- Paper
- Tape
- Markers
- Value Cards (in supplemental materials packet)

Module Outline

1. Module 3 Introduction (5 minutes)
2. Icebreaker: Value Cards (10–15 minutes)
3. Lecture: Importance of Planning (5 minutes)
4. Activity: Problem Solving (10–15 minutes)
5. Lecture: Writing Goals (10 minutes)
6. Activity: Writing Goals (10–15 minutes)
7. Lecture & Activity: Action Plans (20–30 minutes)
8. Activity: Sharing your Action Plans (20 minutes)
9. Leadership Profile (5 minutes)

10. Team Summary (5 minutes)

Training Guidelines

1. Module 3 Introduction (5 minutes)

SLIDE #	TALKING POINTS
3.1	Welcome the participants to Day 2 of the training. Explain that in Module 3, we will discuss the importance of having a vision and a plan in your library. After discussing these concepts, participants will create their own Action Plan for a new innovative program or service in their library.
3.2	Ask the participants to read the learning objectives. Ask if they have any questions before continuing.

2. Icebreaker: Value Cards (10–15 minutes)

WHAT YOU NEED

- Slide 3.3
- Value Cards

Print and cut out value cards before the training session. They can be found in the supplemental materials packet. Every table will need one complete stack of value cards.

OBJECTIVE

Participants will reflect on what values are the most important for their libraries.

INSTRUCTIONS

1. Display slide 3.3.
2. Pass out one stack of value cards to each table.
3. Ask each group to read through the value cards together. Explain that they will have 10 minutes to select the five most important values for public libraries. There are no right or wrong answers.
4. Explain that although they might not all agree on the most important values at first, they must work together to select the five values that the group agrees are the most important.
5. Ask if there are any questions, then tell the groups they can begin.

FACILITATION

After 10 minutes, bring the groups back together to discuss the results.

1. Ask a representative from each group to describe the five values their group chose and explain why they chose them.

2. What strategies did the teams use to choose the values? Did everyone in the group agree?
3. Explain that it is the job of a leader to align everyone's values so the library can move forward.
4. Encourage the participants to do this activity with the coworkers in their library.

3. Lecture: Importance of Planning (5 minutes)

SLIDE #	TALKING POINTS
3.4	It is important to introduce the idea of an Action Plan by first explaining why it is needed and what it can help you accomplish. Read the reasons why an Action Plan can help you be a successful leader (listed on the slide): • It clearly articulates what you intend to do and how you will measure impact. • It helps you to tell your story and advocate for your idea. • It is critical if you are asking for financial resources. • It helps turn your dream into reality. • It helps to keep you focused.

4. Activity: Problem Solving (10–15 minutes)

WHAT YOU NEED

- Slide 3.5
- Flip Chart
- Markers

OBJECTIVE

Participants will practice problem solving using a library scenario.

INSTRUCTIONS

1. Display slide 3.5 and read the problem on the slide:

   "The elderly people are complaining that the teenagers at the library are making too much noise. They are finding it hard to read their newspapers in that noisy environment."

2. Ask the group to define and analyze the problem by saying "I think that the problem is ____ and I suggest solving it by _____.

   You might hear the following ideas:

   - Tell the teenagers to be quiet
   - Tell the elderly that the teenagers have a right to talk out loud in the library
   - Create separate spaces for the teenagers and elderly
   - Have quiet and noisy times posted in the library schedule

3. After thinking about what the problem is, point out how much richer the discussion is when you stop and analyze a problem with others.
4. Now, ask the group to take responsibility for the problem and own the problem. List their answers on the flip chart.

5. Lecture: Writing Goals (10 minutes)

SLIDE #	TALKING POINTS
3.6	S.M.A.R.T. is an acronym for five characteristics of well–designed goals. This concept is from the work of Peter Drucker (Management: Tasks, Responsibilities, Practices. 1973) **Specific:** What will the goal accomplish? **Measurable:** How will you measure whether or not the goal has been reached? **Achievable:** Is it possible? **Relevant:** What is the reason, purpose, or benefit of accomplishing the goal? Is it in line with the library vision? **Time–bound:** What is the established completion date?
3.7	Read the goals and ask the following questions: 1. Which goal is written the best? Why? 2. What are the problems with the weaker goal? Answer: Goal 1 is a stronger goal because of the specific timelines and mention of 50% of new books.
3.8	Ask the group to evaluate the strongest goal: Number 1: (Answer B is the strongest because it is easier to measure.) Number 2: (Answer A is the strongest, because again it is easier to measure.) A timeline is still missing from these goals.
3.9	Read the goals, and then ask the participants “Which goal has the best timeline?” Number 2 is the correct answer because the phrase “next year” is too vague in answer 1.

6. Activity: Writing Goals (10–15 minutes)

WHAT YOU NEED

- Slide 3.10
- Pens/Pencils
- Participant Workbook, Handout 3.1

OBJECTIVE

Participants will take the innovative idea they developed in Module 2 and turn it into a S.M.A.R.T. goal.

INSTRUCTIONS

1. Display slide 3.10. Ask the participants to open their workbooks to Handout 3.1.
2. Review the slide. Explain that the participants will take the innovative idea they developed in Module 2 and turn it into a S.M.A.R.T. goal.
3. Remind participants to use the S.M.A.R.T. guidelines and answer the four questions: what, how, why, and when.

FEEDBACK

Walk around the room to answer questions and review the participants' goals. Make sure that they answer the S.M.A.R.T questions.

7. Lecture & Activity: Action Plans (20–30 minutes)

SLIDE #	TALKING POINTS
3.11	Explain that everyone will work on creating an Action Plan for their innovative ideas. First, they should determine if they need to get permission from anyone to implement this.
3.12	Now, the participants should list all of the steps that they need to take to make sure that they can reach their goal. The steps should be in chronological order.
3.13	Explain that they have two more questions to complete before finishing their Action Plan: 1. Do you need any resources or funding to implement this action plan? If so, please list all the resources needed. 2. How will you measure if your action plan has been successful?

8. Activity: Sharing Your Action Plans (20 minutes)

WHAT YOU NEED

- Slide 3.14–3.15
- Paper
- Pens/Pencils

OBJECTIVE

Participants will practice sharing their innovative Action Plans to their supervisors and colleagues.

INSTRUCTIONS

1. Display slide 3.14. Congratulate the group on finishing their Action Plans. Then state that it is important to be able to communicate their plans effectively to their supervisor and colleagues. Have them take a moment to think about common questions they will be asked about their plans. Read the questions on the slide, and then ask if they have any other questions to contribute.

2. Display slide 3.15. Explain that everyone is going to practice creating and sharing a short elevator speech about their Action Plans. This will help them effectively communicate their plans to their supervisor and colleagues. Participants will take no more than 5 minutes to think about how they will share their innovative Action Plan with their supervisor. Then, they will take turns sharing their plans at their tables. Their speeches should last between 30 seconds and 2 minutes. After they've shared at their tables, ask the participants to nominate one person from their table to share their Action Plan with the group.

You may record the participants sharing their Action Plans using a cellphone, webcam, or digital camera.

9. Leadership Profile (5 minutes)

Slide 3.16

The participants should take this time to update their leadership profile for Module 3. The group in charge of the Team Summary can also use this time to prepare.

10. Team Summary (5 minutes)

Slide 3.17

The group that volunteered to lead the Team Summary for Module 3 will stand up and facilitate this activity. They will describe 3 to 5 lessons they learned in this module.

MODULE 4
LIBRARY LEADERS AS COMMUNICATORS

Overview

Participants will learn about the 4 communication styles and identify the style they use most often. They will also practice communicating with different styles in a work setting.

Learning Outcomes

After completing Module 4, participants will be able to:

- Compare the 4 communication styles and discover their own style.
- Describe the main characteristics of each communication style.
- Apply techniques for adjusting to other communication styles.

Materials Needed

- PowerPoint Slides
- Projector and Screen
- Computer with Speakers
- Participant Workbooks
- Pens/Pencils
- Flip Chart
- Paper
- Markers
- Picture 1 & Picture 2 (in supplemental materials)

Module Outline

1. Module 4 Introduction (5 minutes)
2. Icebreaker: Drawing a Picture (15 minutes)
3. Activity: Communication Problem Solving (10 minutes)
4. Lecture: Introduction to Communication Styles (5 minutes)
5. Activity: Communication Style Self–Assessment (15–25 minutes)
6. Lecture: Communication Styles (5–10 minutes)
7. Activity: Communicating in a Meeting (25–35 minutes)
8. Lecture: Adjusting to Other Communication Styles (5–10 minutes)
9. Activity: Role–Playing (30–40 minutes)

10. Leadership Profile (5 minutes)

11. Team Summary (5 minutes)

Training Guidelines

1. Module 4 Introduction (5 minutes)

SLIDE #	TALKING POINTS
4.1	Welcome the participants to Module 4. Explain that in this module effective communication technique will be explored. Participants will discover the communication style they most associate with and will learn how to communicate with people who have different styles.
4.2	Briefly review the learning objectives and ask if there are questions.

2. Icebreaker: Drawing a Picture (15 minutes)

WHAT YOU NEED

- Picture 1 & Picture 2
- Slide 4.3
- Paper
- Pens/Pencils

Adapt by using different pictures.

OBJECTIVE

Participants will practice communication and listening skills by drawing pictures from verbal instructions.

INSTRUCTIONS

1. Make sure each participant has a piece of paper and pen/pencil.
2. Choose one participant to be the "communicator" for this activity.
3. Have the communicator come to the front of the room, and give him or her the Picture 1 handout. Make sure that the rest of the participants cannot see the picture.
4. The communicator must describe the picture without giving any hints about its use to the rest of the participants and give them verbal instructions about how to draw the picture. The participants must draw what the communicator describes. (For example, when describing the bed, it's acceptable to say: "It's a rectangle with four straight lines coming from each corner." It is not acceptable to say: "You sleep on this.")

5. When the communicator is finished describing the picture, ask the participants to show their drawings to the group. Then, ask the communicator to show the group Picture 1. Compare the results.

6. Choose a new communicator and repeat the activity with Picture 2.

FACILITATION

1. What was difficult or frustrating for you during this exercise?

2. What did you learn about communication during this exercise?

3. How can you apply what you learned to the workplace?

3. Activity: Communication Problem Solving (10 minutes)

WHAT YOU NEED

- Slide 4.4
- Flip chart
- Markers

OBJECTIVE

Participants will practice communication problem solving.

INSTRUCTIONS

1. Read the problem scenario on slide 4.4: "Your library is hosting an event for the community. You create a flyer and send it out, but only 3 people come to the event."

2. Ask the participants to define the problem.

3. Ask the group how they could take responsibility for the problem and avoid blaming others. Write their ideas on the flip chart.

4. Ask for suggestions for solving this problem.

4. Lecture: Introduction to Communication Styles (5 minutes)

SLIDE #	TALKING POINTS
4.5	Read the description of the Action style. Does anyone in the group think this sounds like them?
4.6	Read the description of the Process style. Does anyone in the group think this sounds like them?
4.7	Read the description of the People style. Does anyone in the group think this sounds like them?

4.8	Read the description of the Idea style. Does anyone in the group think this sounds like them?
4.9	The key lesson on this slide is that the participants need to be able to change their style to accommodate others.

5. Activity: Communication Style Self–Assessment (15–25 minutes)

WHAT YOU NEED

- Slides 4.10–4.11
- Participant Workbook, Handout 4.1

OBJECTIVE

Participants will discover the communication style(s) with which they most strongly identify.

INSTRUCTIONS

1. Display slide 4.10. Read the instructions on the slide. Tell the participants that they will assess their communication styles using Handout 4.1. Explain that when they complete the assessment, they should think of how they communicate at work.

2. Once most participants have completed the assessment, display slide 4.11 and explain how to complete the scoring sheet. Ask participants to circle the numbers they have selected and add up the totals for each style (1 point per answer). Count the number of circled numbers, and write that number under the total score. The maximum points per style are 20, and the total points for the 4 styles should be 40.

FACILITATION

After they complete the scoring, ask the group if they feel that their results are accurate. Reassure those who don't that the instrument is generally accurate but not as precise as we would like. Any participants who think they don't fit the style they receive in the assessment should meet to discuss that with you after the session. Let all participants know that the next lecture will provide more information about communication styles.

6. Lecture: Communication Styles (5–10 minutes)

SLIDE #	TALKING POINTS
4.12	Now let's go a little more deeply into the Action style. The next two slides are about the Action style. First, ask all those who have an Action style to stand up. Read the words on this slide, which are associated with this style, and ask your Action people if this sounds like them.
4.13	Read the additional words associated with this style and ask your Action people if this sounds like them. Would they add any words?

	If someone feels that they are not in the right style, explain that this instrument is not precise and while it generally does a good job, it is not always accurate. Then say that you will meet with the individual during break to discuss what style he/she feels is the closest match.
4.14	Read the words on this slide and ask your Process people if this sounds like them.
4.15	Read the additional words associated with this style and ask your Process people if this sounds like them. Would they add any words?
4.16	Read the words on this slide, and ask your People people if this sounds like them.
4.17	Read the additional words associated with this style and ask your People people if this sounds like them. Would they add any words?
4.18	Read the words on this slide and ask your Idea people if this sounds like them.
4.19	Read the additional words associated with this style and ask your Idea people if this sounds like them. Would they add any words?

7. Activity: Communicating in a Meeting (25–35 minutes)

WHAT YOU NEED

- Slide 4.20
- Flip chart paper (one for each group)
- Markers
- Tape

OBJECTIVE

Participants will work with colleagues with the same communication style to determine good and bad characteristics of meetings. They will share their findings with the full group.

INSTRUCTIONS

1. Display slide 4.20.
2. Ask participants to divide into 4 groups based on their communication style. If a person has more than one style, ask them to choose the group representing the style they most associate with.
3. Ask each group to consider the two questions listed on slide 4.20 and to write their answers on the flip chart paper provided.
4. After 10 minutes, bring all 4 groups back together for the debriefing.

FEEDBACK

Ask each group to appoint a spokesperson to bring the paper to the front of the room and present their ideas. Tape each paper to the wall and give each group 2 to 3 minutes to go over the two questions they answered. Point out information that exemplifies each style.

Points to highlight if listed on the ACTION sheet:

- Organized
- Clear and well–written agenda
- No need to hear everyone's opinion
- Want to make a decision
- Short
- No side conversations
- No wasting time
- Starts on time and ends on time

Points to highlight if listed on the PEOPLE sheet:

- Need time to socialize
- Ice–breakers or games
- Food
- Let everyone talk
- No arguing
- Should not be boring

Points to highlight if listed on the PROCESS sheet:

- Organized with an agenda
- Based on facts
- Review all information before making a decision
- Need more time to make some decisions
- Not as much socializing; focus on the issues on agenda
- No disorganized committee members who do not have an agenda or who forgot their files
- Discussion focused on facts not emotions
- Starts and ends on time

Points to highlight if listed on the IDEA sheet:

- Everyone speaks about their ideas
- Brainstorming
- New ideas
- No conflict
- Flexible agenda

8. Lecture: Adjusting to Other Communication Styles (5–10 minutes)

SLIDE #	TALKING POINTS
4.21	Explain that now we are going to explore how to communicate with other styles. This is important because we probably work closely with people who have different communication styles than we do.
4.22	Read through the bulleted list. You should provide a specific scenario example for the Action person here and for each communication style in the following slides. You can make one up or use the ones provided. Scenario for an Action person: You want to convince your local government official (an Action person) to give you funds to purchase five computers. You should find out in advance how much the computers will cost. You will prepare a one–page memo listing: need for five computers, the reason the five computers are needed, what you hope to accomplish with the five computers, and the cost. If you have a picture of library users waiting for computers, show that picture. Be prepared to deliver this short talk in under 5 minutes. With an Action person, you should have a good idea when you leave his/her office if a request for funding will be granted.
4.23	Scenario for a Process person: You want to convince your local government official (a Process person) to give you funds to purchase five computers. You should do all the detailed work before meeting with the person and write a report that you might send before your meeting. In the report, you will cover: 1. Background: Explain how computers are necessary in a library and why the library users want to use computers. 2. Present situation: For example, explain how long users have to wait to use a computer and complaints that you might have received. 3. Outcome: Explain how many more users will have access to information with five new computers. Emphasize how having these computers will make a difference in the lives of members of the community. Be prepared to talk about what computers you want to buy and from which vendors (provide specific options). Also be prepared to answer questions about where the computers will be displayed in the library. Be ready to justify five computers and also the vendor that you are recommending. The Process–oriented local government official might want more time to consider your proposal, so you may leave the office without knowing if it will be approved.

4.24	Scenario for a People person: You want to convince your local government official (a People person) to give you funds to purchase five computers. Have a short memo prepared, but you will probably not need it. People–oriented individuals respond really well to stories, such as: An unemployed youth came to the library the other day to use a computer for a job application. He had to wait 3 hours and then was not able to complete the application. Talk about how much the computers that the local government has already purchased are making a difference in the community.
4.25	Scenario for an Idea person: You want to convince your local government official (an Idea person) to give you funds to purchase five computers. Again, as with the Process–oriented individual, you will probably want a written report to take with you and leave with the person. However, in this report you might emphasize that the local government has placed a high priority on being a modern and vibrant city. Computers are part of a modern and vibrant city; this can be your introduction to the report. Be ready to answer many questions. The Idea–oriented person is probably going to want to study your recommendations a bit more before making a decision.

9. Activity: Role–Playing (30–40 minutes)

WHAT YOU NEED

- Slides 4.26–4.28
- Participant Workbook, Handout 4.2
- Chairs for the role–play

OBJECTIVE

Participants will practice communicating with different communication styles by role–playing a meeting with a library supervisor.

INSTRUCTIONS

1. Display slide 4.26. Explain that we will begin a role–playing activity. Each person will be given a role to play. One person from each communication style will be selected to act as a library supervisor. The rest of the group will act as library employees.

2. Display slide 4.27 Ask participants to open their workbooks to Handout 4.2.

3. Read the instructions on the slide and in the workbook:

   Each group will prepare a very short 2–4 minute presentation for their supervisor.

   Each group will select an Action Plan from their group to present in this role play. Remember you will have to convince your supervisor that there is a problem and that you have a solution. You have to be ready to present to your supervisor's style.

   Each group will be assigned to one supervisor and will know their communication style.

4. Ask for a volunteer representing each communication style to serve as a supervisor. Then, split the remaining participants up into 4 groups and assign each group a supervisor. Tell them the supervisor's communication style, and then give them 20 minutes to create a strategy for the meeting.

5. One trainer will pull the supervisors out of the room during this time and explain that they must remain true to their communication style during the meeting.

6. After 20 minutes are up, bring the supervisors back into the room. Each group will take turns coming to the front of the room and giving their pitch to their local government official, who will then decide if they can have funds for computers.

*BRIEFING FOR THE SUPERVISORS (THERE SHOULD BE ONE FROM EACH STYLE)

While out of the room, work with the supervisors to make sure that they stay in their style. Review the style characteristics with them. Tell them to not say yes to the idea right away.

1. **Action–oriented supervisor:** Busy, to the point, give me short and direct information, ask questions like: How much will this cost? How do you know it will work?

2. **Process–oriented supervisor:** Take your time and ask a lot of questions. You can sound positive at the end, but say that you want to think about it.

3. **People–oriented supervisor:** Greet the group; ask them if they want some tea or water; ask questions about family; ask questions about the users who will benefit from this plan.

4. **Idea–oriented supervisor:** First, listen and then start asking about issues that are not relevant to the discussion at hand. You should seem a bit distracted and absent–minded. At the end, tell them that you will approve their plan but that they should send you an email reminder.

FEEDBACK

Give feedback after each role–play, but be sure to point out the positive and then gently say: You could also have done this… if you think it is needed.

DEBRIEF

After every group has finished their role–play, display slide 4.28 and ask the following questions:

1. What strategies did you use to communicate with the different styles?

2. What was the most difficult part for you?

3. How will you be able to use these strategies in the workplace?

10. Leadership Profile (5 minutes)

Slide 4.29

The participants should take this time to update their Leadership Profile for Module 4. The group in charge of the Team Summary can also use this time to prepare.

11. Team Summary (5 minutes)

Slide 4.30

The group that volunteered to lead the Team Summary for Module 4 will stand up and facilitate this activity. They will describe 3 to 5 lessons they learned in this module.

SILL CLOSING SESSION

Overview

The Closing Session will give the participants a chance to summarize what they've learned during the SILL training. They will also be presented with certificates and awards.

Materials Needed

- SILL Closing PowerPoint Slides
- Projector and Screen
- Participant Workbooks
- Pens/Pencils
- Flip Chart
- Markers
- Paper
- Optional: Camera (any type, even a phone camera)
- Certificates (in supplemental materials packet)
- Team Achievement Awards (in supplemental materials packet)

Module Outline

1. Optional: Super Library Leaders Photo Booth (10–15 minutes)

2. Lessons Learned (10 minutes)

3. Certificates and Awards (15–20 minutes)

Training Guidelines

1. Optional Activity: Super Library Leaders Photo Booth (10–15 minutes)

WHAT YOU NEED

- Slide B
- Blank Paper for each participant
- Markers
- Camera or Camera Phone

OBJECTIVE

Participants will review the three traits that make them a "Super Library Leader."

INSTRUCTIONS

1. Pass out blank paper and markers to each table.

2. Ask the participants to write down three traits they've learned about themselves that make them a "Super Library Leader." They can draw from what they learned about their leadership and communication styles during the training as well as what they learned about innovation and their Action Plans. They can also reflect on their past work in their libraries.
3. Encourage the participants to be creative and have fun! They can decorate their paper in any way they choose.
4. Once they have finished writing down their "Super Library Leader" traits, take a photo of each participant with his or her piece of paper.
5. If time permits, allow the participants to take photos with friends and coworkers.

2. Lessons Learned (10 minutes)

WHAT YOU NEED

- Slide C

OBJECTIVE

Participants will think about what they've learned in this training.

INSTRUCTIONS

1. Ask the participants to open their workbooks to the Final Handout. They should circle the most important lessons they've learned in this training. There are no right or wrong answers!

3. Certificates and Awards (15–20 minutes)

WHAT YOU NEED

- Slide D
- Team Achievement Awards
- SILL Certificates

OBJECTIVE

To recognize the achievement of the participants.

INSTRUCTIONS

1. Team Achievement Awards

Make sure you've printed off at least one Team Achievement Award for each table. They can be found in the supplemental materials packet. Award each team with a specific achievement that you observed during the training.

Examples:

- "Balloon Tower Champions" for the team with the highest balloon tower.
- "Best Acting Performance" for the team with an entertaining role–play.
- "Outstanding Engagement" for the team that most actively participated in group discussions.
- "Exceptional Problem Solvers" for the team that excelled at problem solving.

- “Brilliant Innovators” for the team with interesting, innovative ideas.

You can add to this list and create your own team achievement awards.

2. SILL Certificates

Print a certificate for each participant. They can be found in the supplemental materials packet. Congratulate the participants on finishing the SILL training and give each one a certificate with their name on it.