SILL

Strengthening Innovative Library Leaders

Module Outlines

MORTENSON CENTER for International Library Programs

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WELCOMING SESSION

60–70 minutes

Recommended number of trainers: 2

One trainer can lead the lectures while the other leads the activities.

Materials

- Flip Chart & Paper
- Powerpoint
- Computer
- Projector
- Participant Workbook
- Tape
- Markers
- Blank Paper
- Pens/Pencils

Outline:

1. Formal Welcoming

Time: *10 minutes*

Objective: Senior library staff will formally welcome the participants and trainers to the program.

2. SILL Introduction

Time: *10 minutes*

Slides: *i-vii*

Adapt *slide iii by adding photos and names of your trainers.*

Objective: You will introduce the project, training team, and goals during this time.

You will end by showing slide vii. Explain that many people want change and leadership training, but few are willing to do the hard work that is required to become a leader. Leaders must embrace change and be willing to change themselves.

3. Participant Expectations and Training Schedule



Time: *10 minutes*



Slides: *viii-x*



Adapt *by modifying the training rules or adding your own.*



Objective: *Participants will introduce themselves and share their expectations for the training. Then, you will review the different training modules, describe the schedule, and share the training rules.*

4. Activity: SILL Teams



Time: *10-15 minutes*



Slide: *xi*



Materials: *Blank paper and markers for each team*



Adapt *by creating your own team names. Add more team names if there are additional tables.*



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

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 each team must choose a name for their group. Give them time to choose their team name from the list.
4. Once the groups have determined their names, give each team 5 minutes to create a team name tag on their blank piece of paper. Have them draw a picture on the team name tag and include all team members' names. Tape their name tags to their tables.

5. Participant Workbook and Leadership Profile Introduction



Time: *5 minutes*



Slide: *xii*



Workbook*: Leadership Profile*

Objective: *Trainers will introduce the Participant Workbooks and explain the importance of completing the leadership profile at the end of each module.*

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*

Time: *10-15 minutes*

Slides: *xiii-xvi*

Materials*: Flip chart and marker*

Objective: *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.*

1. Display slide xiii. Explain that the training group will be solving many problems together using a 6-step process. Here's the first problem:

   "There is not enough technology in the library to meet the needs of our users. The librarians asked the local government official for funds to buy an additional 3 tablets. The local government official refused to give funding because 'Libraries are about books, not technology.'"
2. Display slide xiv. Read the quote on the slide.
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.

   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 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 blaming others. Answers could be:

- I or we need to work more closely with the 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)

Emphasize that 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*



Time: *5 minutes*



Slides: *xvii*



Materials*: Flip chart and marker*



Objective: *Each team will sign up for at least one team summary.*

Each group will be responsible for summarizing 3-5 lessons learned in a module. Ask every group to sign up for at least one module, and record it on a piece of paper. The modules are:

1. Leadership Styles for Librarians
2. Library Leaders as Innovators
3. Library Leaders with a Plan
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

90–120 minutes

Recommended number of trainers: 2

One trainer can focus on the lectures, while another trainer focuses on the activities.

Materials

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

Learning Outcomes

After completing Module 1, participants will be able to:

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

Outline

1. Module 1 Introduction

Time: *5 minutes*

Slides: *1.1-1.2*

2. *Icebreaker: Line Up*

Time: *10 minutes*

Slide: *1.3*

Objective: *Participants will get to know each other. This is meant to be fun and interactive.*

Adapt *this activity by creating your own questions.*

Facilitate *by asking volunteers to share why they chose their answer.*

Ask participants to stand in a horizontal line. Explain that you will ask a series of questions, and they must step forward or backward depending on their answer. Tell them to be honest; there is no right or wrong answer. After each question, ask the participants why they answered the way they did.

QUESTIONS

1. At work, are you more like a butterfly or 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?"*

SUMMARY

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

3. *Lecture: Leadership Styles*

Time: *10 minutes*

Slides: *1.4-1.13*

Refer to the "Notes" section of the PowerPoint or the Training Handbook for more information and talking points for the lectures.

4. *Activity: Leadership Style Scenarios*

Time: *20-30 minutes*

Slide: *1.14*

Workbook: *Handout 1.1*

Materials: *Leadership scenario cards (in supplemental materials packet) and pens/pencils*

Objective: *This will give participants a chance to think about the leadership styles and gain a better understanding of them.*

Adapt *by creating your own scenario cards.*

Facilitate *by asking the group questions after the activity.*

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.

FACILITATE

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*

Time: *5-10 minutes*

Slide: *1.15*

Workbook: *Handout 1.2*

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

1. 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. 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 the 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

Time: *10 minutes*

Slide: *1.16*

Objective: *Participants will discuss their leadership styles with a partner.*

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

Time: *15-25 minutes*

Slides: *1.17-1.19*

Workbook: *Handout 1.3*

Feedback: *Participants will give each other feedback at the end of this activity.*

Objective: *Participants will see how others perceive their leadership style.*

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



Time: *5-10 minutes*



Slide: *1.20*



Workbook: *Handout 1.4*



Facilitate *by asking volunteers to share their answers and asking follow-up questions.*



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

The participants must fill out Handout 1.4 by listing the two leadership styles they use the most frequently and the two leadership styles they use the least frequently. They can reference Handouts 1.2 and 1.3 for more information.

FACILITATE

Ask 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. Activity: Leadership Profile



Time: *5 minutes*



Slide: *1.21*



Workbook: *Leadership Profile*



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



Time: *5 minutes*



Slide: *1.22*



Facilitate *by repeating some of the summary or asking open-ended questions.*

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

130–160 minutes

Recommended number of trainers: 2

One trainer can focus on the lectures, while another trainer focuses on the activities.

Materials

- 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)

Learning Outcomes

After completing Module 2, participants will be able to:

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

Outline

1. Module 2 Introduction

Time: *5 minutes*

Slides: *2.1-2.2*

Objective: *You will introduce Module 2 and read the learning outcomes.*

2. Icebreaker: Paper Airplanes

Time: *10 minutes*

Slides: *2.3-2.4*

Materials: *Blank paper, Airplane Target (in supplemental materials packet), and tape.*

Workbook: *Handout 2.1*

Facilitate *by asking questions after the activity.*

Objective: *Participants will begin thinking creatively and have fun.*

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.

FACILITATE

Display slide 2.4 and ask the following questions:

1. What happened to your group? Who took leadership?
2. What strategies did you use?
3. Did you work individually or in teams?
4. How innovative were you in creating your designs?

3. Introducing The "Trash In The Library" Problem

Time: *10 minutes*

Slide: *2.5*

Materials: *Flip chart and marker*

Adapt *by creating a more relevant "problem" for the group to solve.*

Objective: *Participants will practice innovative problem solving techniques.*

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.

4. Innovation YouTube Videos



Time: *5-10 minutes*



Slide: *2.6*



Materials: *Speakers and YouTube videos (links on slide)*



Adapt *by using different YouTube videos that show relevant innovations in your region.*



Facilitate *by asking questions after showing the videos.*



Objective: *Participants will begin thinking about innovative solutions to problems.*

Play the following YouTube videos and ask the participants to think about the different innovations displayed:

1. The Dancing Traffic Light Manikin
2. Brilliant and Innovative Idea

FACILITATE

Ask the following questions:

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



Time: *20 minutes*



Slide: *2.7*



Materials: *Flip chart paper, markers, and tape for each table.*



Facilitate *by asking each team to share their ideas and asking them follow-up questions.*

Objective: *Participants will practice solving everyday problems in creative, innovative, and fun ways.*

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.

FACILITATE

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

1. Was it difficult to think of an innovative idea?
2. How did your team work together?
3. Did someone on your team have a vision for making this work?
4. Tape the posters on the wall.

6. *Lecture: Library Problems and Innovative Solutions*

Time: *10 minutes*

Slides: *2.8-2.22*

Adapt *by replacing the innovation examples in the PowerPoint with examples and images from your region.*

Objective: *This lecture will explore innovation in libraries and give examples of library's innovative solutions to community problems.*

7. *Activity: Brainstorming Innovative Solutions To Local Problems*

Time: *15-20 minutes*

Slides: *2.23*

Workbook: *Handout 2.2*

Facilitate *by asking each team to briefly report back to the group.*

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

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 is a problem
    - The user group
    - The solution

They will have 10 minutes for this exercise.

FACILITATE

After all of the groups have finished, ask each team to briefly report back on their answers.

8. Activity: Innovation Self-Assessment



Time: *10-15minutes*



Slides: *2.24-2.26*



Workbook: *Handout 2.3*



Facilitate *by asking questions after the activity.*



Objective: *Participants will assess how innovative they are as leaders.*

1. Explain that everyone can be innovative; it just takes practice. We will take a closer look at ourselves as innovators in this activity.
2. Ask participants to open their workbooks to Handout 2.3.
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 rate yourself between those numbers. It is also important to think about how others might rate them.
4. When participants have completed the assessment, ask them to add up the points. When everyone is done, read the scoring slide to the group to help them understand their scores.

FACILITATE

Ask the participants if they think their results are accurate. Did they learn anything 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

Time: *20-25 minutes*

Slide: *2.27*

Materials: *Balloons (at least 20 per table) and 1 roll of tape for each table.*

Facilitate *by asking questions after the activity.*

Objective: *Participants will have a fun break from lectures to practice creativity, innovation, and teamwork.*

1. Divide the group into smaller teams.
2. 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.
3. 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.
4. After explaining the rules, tell them they can begin working.
5. 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.
6. Walk around and evaluate each balloon tower to determine which team built the tallest.

FACILITATE

1. What strategies did you use while building the balloon towers?
2. Did each person in the group have a specific role?
3. What worked well for your team?
4. What didn't work well for your team?

10. Activity: Developing an Innovative Idea

Time: *15-20 minutes*

Slide: *2.28*

Workbook: *Handout 2.4*

Feedback: *Trainers should give individual feedback to every participant.*

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.

Explain that each participant will leave the training with an Action Plan. The first step to creating their Action Plan is developing an innovative idea.

Ask participants to complete Handout 2.4 in their workbooks and answer the following questions:

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

After they've finished, a trainer should review and approve their ideas.

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.

FEEDBACK

Provide the following feedback:

1. Is the idea innovative?
2. Is the idea realistic?
3. Why is the idea important?
4. How will it benefit their users?

11. Activity: Leadership Profile

Time: *5 minutes*

Slide: *2.29*

Workbook: *Leadership Profile*

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. Activity: Team Summary

Time: *5 minutes*

Slide: *2.30*



Facilitate *by repeating some of the summary or asking open-ended questions.*

The group in charge of the Team Summary should come to the front of the room and summarize a few main points from the module. The trainers should facilitate by asking open-ended questions.

MODULE 3
LIBRARY LEADERS WITH A PLAN

100–120 minutes

Recommended number of trainers: at least 1 per table

It is helpful to have a trainer at every table during the Action Plan activity. They will assist with and review the Action Plans.

Materials

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

Learning Outcomes

After completing Module 3, participants will be able to:

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

Outline

1. Module 3 Introduction

Time: *5 minutes*

Slides: *3.1-3.2*

Objective: *Trainers will introduce module 3 and read the learning objectives to the group.*

2. Icebreaker: Value Cards

Time: *10-15 minutes*

Slide: *3.3*

Materials: *Value Cards*

Objective: *Participants will practice aligning their library values with the values of their colleagues*

Each table should receive one stack of value cards. Ask each table 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! Explain that although everyone in the group might not agree at first, they must work together to find the five values that the group agrees are most important.

FACILITATE

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 the library.

3. Lecture: Importance Of Planning

Time: *5 minutes*

Slide: *3.4*

Objective: *Trainers will emphasize why planning is important for library leaders.*

4. Activity: Problem Solving

Time: *10-15 minutes*

Slides: *3.5*

Materials: *Flip Chart and marker*

Objective: *Participants will practice defining, taking responsibility for, and analyzing problems.*

1. Read the problem listed on the slide: "The elderly people are complaining that the teenagers in 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 the problem is ___ and I suggest solving it by ___." List the answers on a flip chart.
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. Next, ask the group to take responsibility for the problem and own the problem. List their answers on the flip chart.

5. After the activity, tell the group that after defining a problem, taking responsibility, and brainstorming solutions, they will need to create an Action Plan to implement the solution. We will discuss this next.

5. Lecture: Writing Goals



Time: *10 minutes*



Slides: *3.6-3.9*



Objective: *Participants will learn how to write S.M.A.R.T goals for their Action Plan.*

6. Activity: Writing Goals



Time: *10-15 minutes*



Slides: *3.10*



Workbook: *Handout 3.1*



Objective: *Participants will write a S.M.A.R.T goal for their innovative idea.*

Give individual ***feedback*** *to each participant.*

Review slide 3.10. 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. Remind them to use the S.M.A.R.T guidelines and answer the four questions: what, how, why, and when.

FACILITATE

Walk around the room to answer questions and review each participant's goal. Make sure they have written a S.M.A.R.T goal.

7. Lecture & Activity: Action Plans



Time: *20-30 minutes*



Slides: *3.11-3.13*



Workbook: *Handout 3.1*



Objective*: Participants will create an Action Plan based on their innovative idea.*

Give individual ***feedback*** *to each participant.*

Go through each slide and follow the instructions. You will review the process of creating an Action Plan while the participants follow along and complete their own Action Plans. Walk around the room, review, and give feedback about the Action Plans.

8. Activity: Sharing Your Action Plans



Time: *20 minutes*



Slides: *3.14-3.15*



Facilitate *by complimenting the Action Plans and mentioning one strength of each plan that is presented.*



You may decide to record the participants sharing their Action Plans with a cell phone or camera.



Objective: *Participants will practice communicating ideas to their colleagues.*

1. 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. 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 20 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.

FACILITATE

Thank the participants who shared their Action Plans and mention one strength of each presentation.

9. Activity: Leadership Profile

Time: *5 minutes*

Slides: *3.16*

Workbook: *Leadership Profile*

10. Activity: Team Summary

Time: *5 minutes*

Slide: *3.17*

Facilitate *by repeating some of the summary or asking open-ended questions.*

MODULE 4
LIBRARY LEADERS AS COMMUNICATORS

125–165 minutes

Recommended number of trainers: 2

One trainer can lead the lectures while the other leads the activities.

Materials

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

Learning Outcomes

After completing Module 4, participants will be able to:

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

Outline

1. Module 4 Introduction

Time: *5 minutes*

Slides: *4.1-4.2*

Objective: *Trainers will introduce module 4 and read the learning objectives.*

2. Icebreaker: Drawing A Picture

Time: *15 minutes*

Slides: *4.3*

Materials: *Picture 1 and Picture 2 (in supplemental materials), blank paper*

Facilitate *by asking questions after the activity.*

Adapt *by using different pictures.*

Objective: *Participants will practice their communication and listening skills, and have fun!*

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 it's 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.

FACILITATE

Ask the following questions after the activity:

1. What was difficult or frustrating for you during this exercise?
2. What did you learn about communication?
3. How can you apply what you learned to the workplace?

3. Activity: Communication Problem Solving

Time: *10 minutes*

Slide: *4.4*



Materials: *Flip chart and marker*



Objective: *Participants will practice defining, analyzing, and solving a communication problem.*

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



Time: *5 minutes*



Slides: *4.5-4.9*



Objective: *Trainers will introduce the 4 communication styles to the group.*

5. Activity: Communication Style Self-Assessment



Time: *15-25 minutes*



Slides: *4.10-4.11*



Workbook: *Handout 4.1*



Facilitate *by asking questions after the activity.*



Objective: *Participants will identify the communication style(s) with which they most strongly identify*

Read the instructions on slide 4.10. 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.

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.

FACILITATE

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 not as precise as we would like, but it is one that can be used at no cost. 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



Time: *5-10 minutes*



Slides: *4.12-4.19*



Objective: *Participants will gain more insight about the 4 communication styles.*

7. Activity: Communicating In A Meeting



Time: *25-30 minutes*



Slide: *4.20*



Materials: *Flip chart paper, markers, and tape for each table*

*Give **feedback** by highlighting what is characteristic of each style and comparing the styles after each team presents.*



Objective*: Participants will learn how to best communicate with different communication styles.*

1. 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.
2. Ask each group to consider the two questions listed on slide 4.20 and to write their answers on the flip chart paper provided.
3. 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.

ACTION Highlights:

- 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

PEOPLE Highlights:

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

PROCESS Highlights:

- 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 agenda
- No disorganized colleagues who don't have an agenda or who forgot their files
- Discussion focused on facts not emotions
- Starts and ends on time

IDEA Highlights:

- Everyone shares their ideas
- Brainstorming
- New ideas
- No conflict
- Flexible agenda

8. Lecture: Adjusting to Other Communication Styles



Time: *5-10 minutes*



Slides: *4.21–4.25*



Objective: *Participants will learn how to effectively adjust to other communication styles.*

9. *Activity: Role-Playing*



Time: *30-40 minutes*



Slides: *4.26-4.28*



Workbook: *Handout 4.2*



Facilitate *by asking questions after the activity.*



Objective: *Participants will practice communicating with different styles in the workplace.*

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 the participants to open their workbooks to Handout 4.2. 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.
3. Ask for a volunteer representing each communication style to serve as a supervisor. Then, split the remaining participants 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.
4. 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.
5. 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 supervisor, who will then decide if they can have funds.

*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.

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.

FACILITATE

Display slide 4.28. Then ask:

1. What strategies did you use to communicate 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. Activity: Leadership Profile



Time: *5 minutes*



Slides: *4.29*



Workbook: *Leadership Profile*

11. Team Summary



Time: *5 minutes*



Slide: *4.30*



Facilitate *by repeating some of the summary or asking open-ended questions.*

CLOSING SESSION

35–45 minutes

Recommended number of trainers: 2

One trainer can lead the lectures while the other leads the activities.

Materials

- 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)
- Team Achievement Awards (in supplemental materials)

Outline

1. Optional Activity: Super Library Leaders Photo Booth

Time: *10-15 minutes*

Slide: *B*

Materials: *Blank paper and markers for each table.*

Objective*: Participants will think about what they've learned about themselves during the training and have fun.*

1. Pass out blank paper and markers to each table. 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.
2. Encourage the participants to be creative and have fun! They can decorate their paper in any way they choose.

3. Once they have finished writing down their "Super Library Leader" traits, take a photo of each participant with his or her paper.
4. If time permits, allow the participants to take photos with friends and coworkers.

2. Lessons Learned

Time: *10 minutes*

Slide: *C*

Objective: *Participants will think about the lessons they've learned over the past 2 days.*

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

Time: *15-20 minutes*

Slide: *D*

Objective: *Trainers will reward participants for completing the training with certificates.*

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.