Strengthening Innovative Library Leaders (SILL): A Program for Library Training Providers

Mortenson Center for International Library Programs
University of Illinois at Urbana-Champaign

MORTENSON CENTER for International Library Programs

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Your Training Team

About the Mortenson Center:

- Located at the University of Illinois at Urbana-Champaign library
- Established by two generous gifts from C. Walter and Gerda B. Mortenson
- **Mission:** Strengthen international ties among libraries and librarians worldwide for the promotion of international education, understanding, and peace.
- Offers professional development programs, partnerships, and training around the world.
- More than 1,300 library leaders from over 90 countries have been trained by this center – the only one of its kind in the world.

Strengthening Innovative Library Leaders (SILL)

- A project supported by the Bill & Melinda Gates Foundation.
- There is a need for easy-to-use, high-quality, affordable, and foundational library leadership training materials around the world.
- The training is highly interactive and practical and offers leadership training to many librarians, regardless of their role in the library.
- Developed by the Mortenson Center for International Library Programs at the University of Illinois in the USA.
- Materials were pilot-tested in Namibia, Myanmar, Haiti, Armenia, India, Nepal, and Bhutan.

SILL Training

Innovative libraries are critical community assets with services that bring information, in all formats, to everyone in the community.

Innovative libraries need innovative leaders. Librarians and library staff must become librarian leaders, willing to challenge the status quo for the sake of providing valuable services to their users.

This foundational training is designed for all library staff. Participants will emerge with a better appreciation of their own leadership skills, a strategy for problem solving, and a plan to implement an innovative idea in their library.


Who wants change?
Who wants to change?

Your Expectations

Let’s spend a few minutes talking about what you hope to learn during this leadership training.



Leadership Course Framework



Librarians are better prepared to:

- Take initiative
- Solve problems
- Be innovative
- Communicate with others
- Understand their own leadership and communication styles
- Implement action plans

Training Rules

- Have fun
- Talk and laugh
- Be on time for each session
- Please silence all cell phones
- Respect the opinions of others
- Ask questions



SILL Teams

Each team must select a team name such as:



The Fast Lions



The Clever Monkeys



The Loyal Elephants

Participant Workbook & Leadership Profile

You will complete handouts in your Participant Workbook throughout the training.

Leadership Profile:

- Located on the first page of the workbook
- To be completed after each module
- Provides an opportunity to evaluate your participation and answer questions about what you learned in the module

Problem Solving

We will be solving many problems together during this training. We will use a simple 6-step process to solve the problems.

First 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.'"

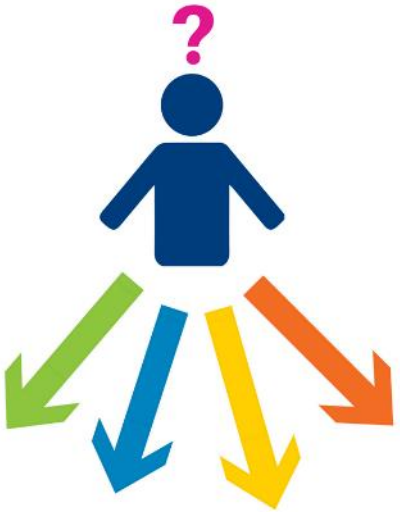
Solve the Right Problem

" 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

Problem-Solving Process

- **Step 1:** Solve the right problem by defining the problem
- **Step 2:** Take responsibility for the problem & avoid blaming others
- **Step 3:** Gather information
- **Step 4:** Discuss solutions
- **Step 5:** Implement the best solution
- **Step 6:** Review the decision



Solving Our Problem

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."

Step 1 – Define the problem

Step 2 – Take responsibility and avoid blame

Step 3 – Gather information

Step 4 – Discuss solutions

Step 5 – Implement the best solution

Step 6 – Review the decision

Team Summaries

Each team will be responsible for summarizing 3 to 5 lessons learned in a module.

Every team must sign up for one module:

- 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



Module 1: Leadership Styles for Librarians

Learning Objectives

After Module 1, you 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 you.

Raise your hand if your group is in charge of the Team Summary at the end of Module 1.

Icebreaker: Line Up

Stand shoulder-to-shoulder in a horizontal line.

You will hear a series of questions and be asked to step forward or backward depending on your answer.



What is Leadership?

"Leadership is influencing people to take action. In the workplace, leadership is the art of getting work done through other people. Leadership can be widely distributed within an organization – most everyone leads at some time or another, if not all the time. And it's highly situational: anyone might step forward to lead, given the right circumstances."

-Daniel Goleman

Management and Leadership

"You manage things, you lead people."

-Grace Murray Hopper, U.S. computer programmer

- All leaders must be managers.
- All managers must be leaders.

Management and Leadership

Main Task	Management	Leadership
Determine what needs to be done	How?	Why and For Whom?
Create network of relationships to accomplish agenda	Organize people, resources, and plans	Match the right people to the right task
Ensure job gets done	Plans, timelines, and assessment	Motivates people; rewards achievements and successes

Daniel Goleman's Leadership Styles

- Daniel Goleman's research found that leaders use six styles. Each springs from different components of emotional intelligence. Everyone shows many or all of these different styles but some more often than others.

Commanding

Visionary

Affiliative

Democratic

Pacesetting

Coaching



Commanding

- Demands immediate compliance.
- Message is: “Do what I tell you to do.”
- Exhibits initiative, self-control, a drive to achieve.
- Style works best in a crisis, to make an immediate decision, or to work with problem employees.
- Weaknesses: Individuals can feel like their opinions do not matter and that they are not treated with respect.

Goleman, Daniel. (2000 March-April). Leadership That Gets Results. *Harvard Business Review*, pp. 82-83.

Visionary

- Mobilizes people toward a vision.
- Message is: “Come with me.”
- Acts with self-confidence, empathy; acts as a change agent.
- Style works best when a new vision or clear direction is needed.
- Weaknesses: At times has trouble communicating the vision clearly.

Goleman, Daniel. (2000 March-April). Leadership That Gets Results. *Harvard Business Review*, pp. 82-83.

Affiliative

- Creates harmony and builds emotional bonds.
- Message is: “People come first”
- Exhibits empathy and communication skills; builds relationships.
- Style works best to resolve conflicts on a team and to motivate people during stressful circumstances.
- Weaknesses: Avoids conflict and upsetting situations.

Goleman, Daniel. (2000 March-April). Leadership That Gets Results. *Harvard Business Review*, pp. 82-83.

Democratic

- Forges consensus through participation.
- Message is: “What do you think?”
- Exhibits collaboration, team leadership, communication skills.
- Style works best to build buy-in or consensus or to get input from valuable employees.
- Weaknesses: Sometimes more listening than action.

Goleman, Daniel. (2000 March-April). Leadership That Gets Results. *Harvard Business Review*, pp. 82-83.

Pacesetting

- Sets high standards for performance.
- Message is: “Do as I do now.”
- Exhibits conscientiousness, drive to achieve, initiative.
- Style works best to get quick results from a highly motivated and competent team.
- Weaknesses: Does not always recognize the emotions of others.

Goleman, Daniel. (2000 March-April). Leadership That Gets Results. *Harvard Business Review*, pp. 82-83.

Coaching

- Develops people for the future.
- Message is: “Try this.”
- Exhibits empathy, self-awareness; focuses on developing others
- Style works best when helping an employee improve performance or develop long-term strengths.
- Weaknesses: Can have trouble articulating how others can achieve the vision.

Goleman, Daniel. (2000 March-April). Leadership That Gets Results. *Harvard Business Review*, pp. 82-83.

Group Activity

- Each group will receive one problem scenario card.
- Open to Handout 1.1 in your workbooks, and decide how each leadership style would tell his/her staff to resolve the scenario on your card.
- Each group should select a recorder to summarize what their group wrote.

Leadership Style Self-Assessment

- Open to the Leadership Style Self-Assessment in your workbooks.
- Rate each leadership style according to how often you use it at work. You will most likely have two styles rated highest and two rated lowest.
- Your total must equal 100.

  - Affiliative _____
  - Coaching _____
  - Commanding _____
  - Democratic _____
  - Pacesetting _____
  - Visionary _____
  - **Total = 100**

Leadership Style Assessment: Partner Feedback

- You will be paired with another participant for 15 minutes. During this time, you should:
  - Explain what you think are your top two preferred leadership styles and give an example of a situation when you used one of the styles.
  - Discuss which leadership style you would like to practice more than you currently do.

Group Assessment of Leadership Styles

- Your group will be given a situation and together you will decide how best to solve it.
- Your group will designate one person as an observer.
- All the observers should meet with a trainer right now.

Group Assessment of Leadership Styles

You just found out that the local television station will be visiting the library next week for 30 minutes to document the importance of a public library. Discuss and decide the following:

- **How will you prepare for the visit?**
- **What are the messages that are important to have the journalists hear?**
- **With whom should the journalists speak?**
- **You have ten minutes for this exercise.**

Group Assessment of Leadership Styles

Debrief:

- In small groups, the observer will provide feedback on leadership styles.

Individual Leadership Styles

- What are your two most dominant styles? Why are they comfortable?
- Did the observer agree with your dominant styles? Why or why not?
- What style do you use infrequently that perhaps you should use more? Why should you use it? When should you use it?

Update your Leadership Profile for Module 1.

Module 1 Team Summary

- The assigned team will state 3 to 5 lessons learned in this module.

- The team should briefly discuss this with each other and then present their lessons to the training group.



Module 2: Library Leaders as Innovators

Learning Objectives

After Module 2, you will be able to:

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

Raise your hand if your group is in charge of the Team Summary at the end of Module 2.

Icebreaker: Paper Airplanes

You have 5 minutes to create a paper airplane in your group. The trainers will give you a target you must try to hit.



Icebreaker: Paper Airplanes



Debrief

Innovative Problem Solving

Problem: Library users stand in line each morning eating food while they wait for the library to open. They leave their trash behind. We need to stop them from doing this.

Step 1 – Define the problem

Step 2 – Take responsibility and avoid blame

Innovation Examples on YouTube



1. The Dancing Traffic Light Manikin

2. Brilliant and Innovative Idea

Solving the "Trash in the Library" Problem

- Let's define the problem as:

  "We need to encourage visitors to use the trash cans in front of the library."

- Each group should think of innovative and fun ways to get users to start using trash cans. Draw your idea on a piece of flip chart paper.

You cannot say that you will post policies about trash to educate users. Think more creatively!

Library Problems and Innovative Solutions









What is Innovation?

Innovation is the process of changing, adapting, or inventing a good or service that improves or creates value for our users.

Characteristics of Successful Innovations:

1. Innovations solve a problem.
2. It's all about the users.
3. Good innovations do not always require funding.

Innovative Public Libraries

A global perspective of library problems and innovative solutions in three areas:

- **Services for everyone**
- **A technology hub in a digital world**
- **Welcoming libraries: friendly spaces, collections, policies, and librarians**

Services for Everyone

Location: Nepal

Problem: Information needed about animal diseases

User Group: Farmers

Solution: Invite a local veterinarian to the library



Services for Everyone

Location: Myanmar

Problem: Working children with no time to go to the library

User Group: Children who gather discarded plastic bottles for resale

Solution: Small table with a tablet outside of the library



Services for Everyone

Location: Finland

Problem: How to welcome refugee groups to the library

User Group: Syrian refugees

Solution: Refugees wanted a weekly Finnish language café



Technology Hubs in a Digital World

Location: Namibia

Problem: How to engage children with technology

User Group: Younger students

Solution: Technology lab designed for students that needs little adult supervision



Technology Hubs in a Digital World

Location: Romania

Problem: Teenagers not going to the library

User Group: Youth from 13 to 21 years old

Solution: Production equipment for youth to create videos



Technology Hubs in a Digital World

Location: Philippines

Problem: Elderly have little contact with family living in other countries

User Group: The elderly

Solution: Skype and Facebook classes



Welcoming Libraries: Friendly Spaces

Problem: A space that meets the needs of children

User Group: Small children

Solution: Using available equipment and resources to create a children's corner



Welcoming Libraries: Friendly Collections

Problem: Users want to receive information in different formats

User Group: All users

Solution: Add electronic materials and different formats to the print collection





Welcoming Libraries: Friendly Policies

Problem: Many library policies are not user-friendly

User Group: All users

Solution: Revise policies and signage to be more user-friendly; for example, create places where users can talk and laugh





Welcoming Libraries: Friendly Librarians

Problem: Users are reluctant to approach librarians seated behind a desk

User Group: All users

Solution: Customer service training that encourages librarians to be more pro-active with users



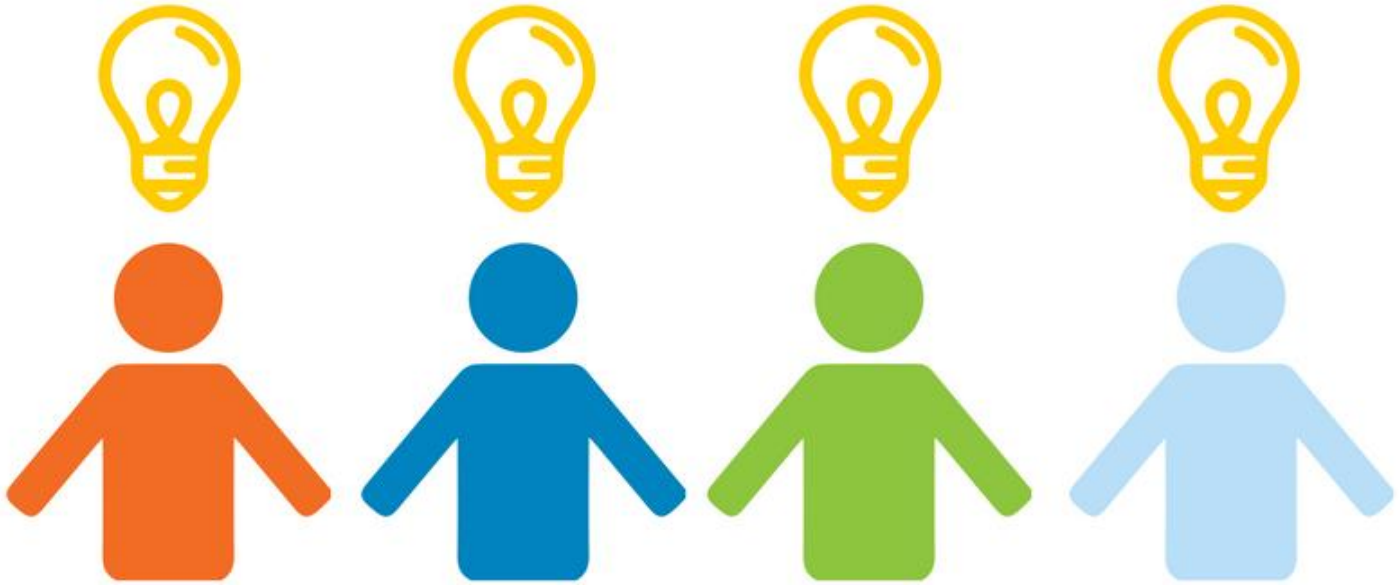
Group Exercise

Work with your team to brainstorm an example of innovative solutions to problems at your libraries. You must describe:

1. **The problem**
2. **How you know this is a problem**
3. **The user group**
4. **The solution**

Open your workbooks to Handout 2.2.

Everyone can be an innovator!



Innovation Self-Assessment

- Open to Handout 2.3 in your Workbook.

- There are 15 dimensions that will help you assess your leadership as an innovator. **Rate yourself with a number between 1 and 10**. If you strongly agree with a statement give yourself a "**10**". If you strongly disagree, give yourself a "**1**" or "**2**". Or, rate yourself between those numbers.

Innovation Self-Assessment

- **120-150 Points**: Congratulations, you are already an innovator!
- **90-119 Points**: You are on your way to becoming an innovator but still need some practice.
- **Below 90 Points**: Innovation is a new skill for you. Practice using these innovative traits in the workplace!

Activity: Balloon Tower Competition

Using the balloons and tape supplied to your team, build the **tallest**, **free-standing**, **self-supporting** balloon tower possible.



Developing an Innovative Idea for your Action Plan

- You will leave the training with an individual Action Plan. The first step is to create an innovative idea. Complete Handout 2.4 by answering 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?
- Have a trainer or another participant review and approve your idea.

Update your Leadership Profile for Module 2.

Module 2 Team Summary

- The assigned team will state 3 to 5 lessons learned in this module.

- The team should briefly discuss this with each other and then present their lessons to the training group.

Welcome to Day 2

Strengthening Innovative Library Leaders: A Program for Library Training Providers (SILL)



Module 3: Library Leaders with a Plan

Learning Objectives

After Module 3, you will be able to:

- Develop a well-written innovative goal for your library.
- Draft an Action Plan that you will implement on your return home.

Raise your hand if your group is in charge of the Team Summary at the end of Module 3.

Icebreaker: Value Cards

- Each group will have **10 minutes** to select the **5** most important values for public libraries.

Successful leaders have concrete plans

How does an Action Plan help you to be a leader?

- 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.

Problem Solving

Problem: 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.

1. Define and analyze the problem.
2. Take ownership of the problem and avoid blame.
3. Gather information.
4. Discuss and implement best solutions.

Time for an Action Plan!

Developing a Goal

An important part of communicating your innovative idea is to have a well-written goal.

Well-written goals share these characteristics:

Specific

Measurable

Achievable

Relevant

Time-Bound

S.M.A.R.T. GOALS

Drucker, Peter F. 1974. *Management : Tasks, Responsibilities, Practices*. 1St ed. New York: Harper & Row.

S.M.A.R.T. Goals

Let's look at two goals and apply the S.M.A.R.T. concept.

1. 50% of new books are on the shelf within 5 days after library receipt by August 12 of this year.

OR

2. Make new materials accessible to users more quickly.

S.M.A.R.T. Goals

A. 50% of library users will become more literate.

B. The circulation of materials to users between the ages of 5-14 will increase by 10%.

A. 120 new library users will sign up for membership cards.

B. 10% of community users will sign up for new membership cards.

What is missing from these goals?

Action Plan Goals

Which goal has the best timeline?

1. The circulation of materials to users between the ages of 5 to 14 will increase by 10% in the next year.
2. 120 community members will sign up for membership cards by December 30, 2019.

Writing Goals

You will have 15 minutes to take the innovative idea that you developed in Module 2 and turn it into a **S.M.A.R.T.** goal.

Specific
Measurable
Achievable
Relevant
Time-Bound

*Remember: This goal must be measurable. Think about how you will measure its impact. You should also have a strong timeline.

Now write your goal on Handout 3.1 in your workbook.

Developing Your Action Plan

Next, you will develop an Action Plan for your innovative idea.

Answer the first question:

Do you need to get permission from a supervisor, director, and/or colleagues before implementing the goal? If yes, please explain.

List Your Actions

List all of the actions that you need to take to implement your goal. With each action, you also need to list **when** you will complete it, **who** will be responsible for completing it, and possible **community partners**.

Actions	Timelines	Responsibility of..	Partners
1 2. 3. 4. 5.			

Last Section of Your Action Plan

You have two more questions to complete before you finish your Action Plan:

1. Do you need any resources or funding to implement this Action Plan? If so, please list.

2. How will you measure if your Action Plan has been successful?

Sharing Your Action Plan

An important part of creating Action Plans is the ability to quickly and effectively communicate them to others.

- Think about common questions you will be asked about your innovative idea and Action Plan:
  - **What is the cost?**
  - **When will it be completed?**
  - **How will it benefit the library and community?**
  - **Why should your plan be implemented?**

Practice!

1. Take 5 minutes to brainstorm how you will share your Action Plan idea with your supervisor. Then, take turns sharing at your table.

Your speech should last between 30 seconds and 2 minutes.

2. Nominate one person from your table to share their Action Plan with the group.

Update your Leadership Profile for Module 3.

Module 3 Team Summary

- The assigned team will state 3 to 5 lessons learned in this module.

- The team should briefly discuss this with each other and then present their lessons to the training group.



Module 4: Library Leaders as Communicators

Learning Objectives

After Module 4, you will be able to:

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

Raise your hand if your group is in charge of the Team Summary for Module 4.

Icebreaker: Drawing a Picture

Problem Solving

Problem: 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.

Step 1: Define the problem.

Step 2: Take responsibility for the problem and avoid blame.

How could you solve this problem?

Communication Styles

Style 1: Action (A)
Results Objectives Achieving Doing

Communication Styles

Style 2: Process (PR)
Strategies Organization Facts

Communication Styles

Style 3: People (PE)
Communication Relationships Teamwork

Communication Styles

Style 4: Idea (I)
Concepts Theories Innovation

Communication Styles Application

- Now you know that there are 4 communication styles.
- You cannot change other peoples' styles.
- You have to change your communication style so that you can work with others.



Communication Style Self-Assessment

- Remember that there are no right or wrong answers.
- Both choices might seem right to you. Pick the one that is the most like you.
- Some of the vocabulary words might be unfamiliar. Ask for an explanation if you need it.
- **Think of yourself at work and your behaviors at work.**

Read each pair of attributes in Handout 4.1 and choose the one that describes you best. There is no wrong answer. For example: 1 and 2 are a pair, you will **circle** either 1 or 2.

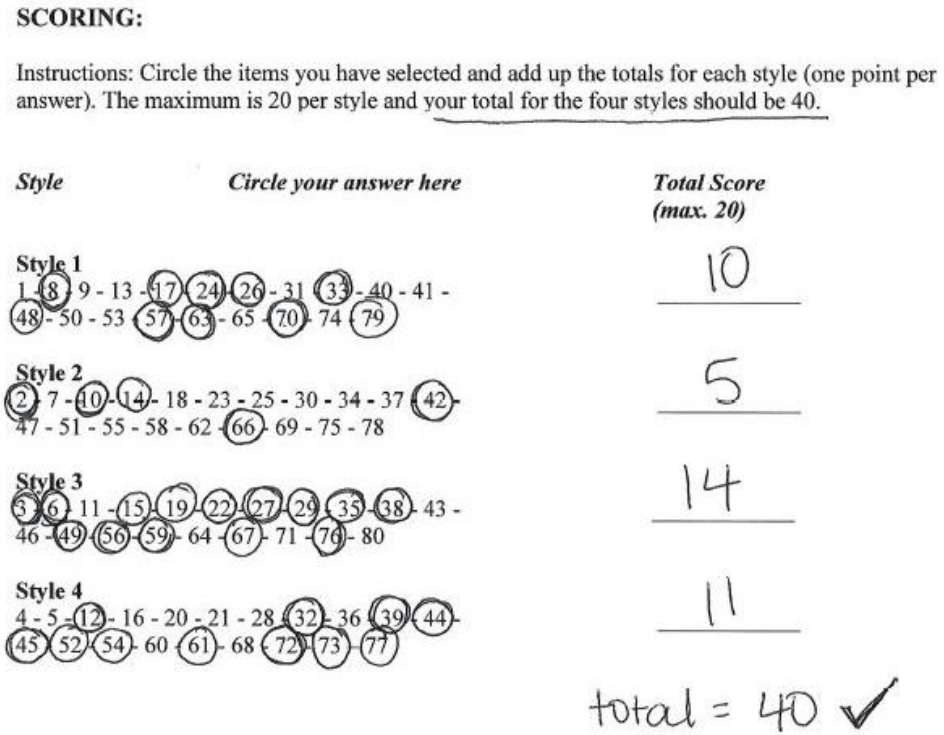
1. I like action.

OR

2. I deal with problems in a step-by-step way.

Communication Assessment Scoring

- Circle the items you have selected on the scoring sheet and add up the totals for each style.
- The maximum number of points per style is 20.
- **Your total for all 4 styles should equal 40.**



SCORING:

Instructions: Circle the items you have selected and add up the totals for each style (one point per answer). The maximum is 20 per style and your total for the four styles should be 40.

Style	*Circle your answer here*	*Total Score (max. 20)*
Style 1	1 - 8 - 9 - 13 - 17 - 24 - 26 - 31 - 33 - 40 - 41 - 48 - 50 - 53 - 57 - 63 - 65 - 70 - 74 - 79	10
Style 2	2 - 7 - 10 - 14 - 18 - 23 - 25 - 30 - 34 - 37 - 42 - 47 - 51 - 55 - 58 - 62 - 66 - 69 - 75 - 78	5
Style 3	3 - 6 - 11 - 15 - 19 - 22 - 27 - 29 - 35 - 38 - 43 - 46 - 49 - 56 - 59 - 64 - 67 - 71 - 76 - 80	14
Style 4	4 - 5 - 12 - 16 - 20 - 21 - 28 - 32 - 36 - 39 - 44 - 45 - 52 - 54 - 60 - 61 - 68 - 72 - 73 - 77	11

total = 40 ✓

Action Style (A)

CONTENT – People with this style talk about:	
RESULTS	RESPONSIBILITY
EFFICIENCY	CHALLENGES
DECISIONS	CHANGE

Action Style (A)

PROCESS – People with this style are..
PRAGMATIC (DOWN TO EARTH)
DIRECT (TO THE POINT)
IMPATIENT
DECISIVE
QUICK (JUMP FROM IDEA TO IDEA)
ENERGETIC (CHALLENGE OTHERS)

Process Style (PR)

CONTENT – People with this style talk about:	
PROCEDURES	ANALYSIS
PLANNING	DETAILS
ORGANIZING	PROOF
TESTING	

Process Style (PR)

PROCESS – People with this style are..
SYSTEMATIC (STEP-BY-STEP)
LOGICAL (CAUSE AND EFFECT)
FACTUAL
CAUTIOUS
UNEMOTIONAL
PATIENT
CONTROLLING

People Style (PE)

CONTENT – People with this style talk about:	
RELATIONSHIPS	FEELINGS
NEEDS	VALUES
MOTIVATION	EXPECTATIONS
TEAMWORK	

People Style (PE)

PROCESS – People with this style are..
SPONTANEOUS
EMPATHETIC
WARM
SUBJECTIVE
EMOTIONAL
PERCEPTIVE
SENSITIVE

Idea Style (I)

CONTENT – People with this style talk about:	
CONCEPTS	WHAT'S NEW IN THE FIELD
INNOVATION	CREATIVITY
PROBLEMS	OPPORTUNITIES
NEW WAYS	GRAND DESIGNS

Idea Style (I)

PROCESS – People with this style are..
IMAGINATIVE
CHARISMATIC
DIFFICULT TO UNDERSTAND
QUIET
UNREALISTIC
CREATIVE
FULL OF IDEAS
PEACE LOVING

Group Exercise

1. In your opinion, what is a characteristic of a good meeting?

1. What do you dislike about meetings?

Adjusting to Other Communication Styles

Communicating with an Action-Oriented Person

- Focus on the result first; state the conclusion at the outset.
- State your best recommendation; do not offer many alternatives.
- Be as brief as possible.
- Emphasize the practicality of your ideas.
- Use visual aids.

Communicating With a Process-Oriented Person

- Be precise; state the facts.
- Organize your discussion in a logical order:
  - Background
  - Present situation
  - Outcome
- Break down your recommendations.
- Include options and alternatives with pros and cons.
- Do not rush a process-oriented person.
- Outline your proposal.

Communicating With a People-Oriented Person

- Allow for small talk; do not start the discussion right away.
- Stress the relationship between your proposal and the people concerned.
- Show how the idea worked well in the past.
- Indicate support from well-respected people.
- Use an informal writing style.

Communicating With an Idea-Oriented Person

- Allow enough time for discussion.
- Do not get impatient when he or she goes off on tangents.
- Try to relate the discussed topic to a broader concept or idea.
- Stress the uniqueness of the idea or topic at hand.
- Emphasize future value or relate the impact of the idea to the future.
- If writing, try to stress the key concepts that underlie your recommendation at the outset. Start with an overall statement and work toward the particulars.

Group Activity: Role-Play

- We will begin a role-playing activity.
- You will be given a scenario and 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.



Group Activity: Role-Play

- 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 must be ready to present to your supervisor's style.

- Each group will be assigned to one supervisor. Supervisors will represent all four styles.

Group Activity: Role-Play

Debrief

Update your Leadership Profile for Module 4.

Module 4 Team Summary

- The assigned team will state 3 to 5 lessons learned in this module.

- The team should briefly discuss this with each other and then present their lessons to the training group.

SILL Closing Session

Super Library Leaders!

- You will be given blank pieces of paper. Write down three traits you've learned about yourself that make you a Super Library Leader.

- Take a photo with your piece of paper with your three traits.

- Have fun and be creative!

Lessons Learned

- Circle the most important lessons you learned from this training on the Final Handout in your workbook.

- There are no right or wrong answers!

Team Achievement Awards and Certificates

References:

Slide #:	Citation:
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