



LLEAD Curriculum Overview

Thank you for your interest in LLEAD. We hope this Overview gives you a glimpse inside the program’s approach and curriculum, both of which are driven by LLEAD’s vision.

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- LLEAD 7:** October 2024 - April 2025
In-Person Intensive is in British Columbia in November 2024
- LLEAD8:** April 2025 - September 2025
In-Person Intensive is in Ontario in May 2025

LLEAD's Vision

Quality initiatives work towards a clear, compelling vision. LLEAD's vision was co-created by [BC Public Library InterLINK](#), [Dr. Ken Haycock](#), Rebecca Jones, and leaders throughout Canada's library and information sector who volunteered insights, time and talents to shape a new leadership and management program taking the sector to next from now.¹

A robust, sustainable library and information sector with the leadership capacity to best advance the quality of life, work, research, and study for people in the communities, campuses, organizations, governments, and corporations served by the sector.

Those shaping the program knew that to realize that vision LLEAD must be unique, research-based and silo-busting. It must be a learning experience bringing together the many perspectives, knowledge and experiences of individuals working in:

- ✿ All types of libraries as well as information and knowledge management;
- ✿ Multiple functions including information technology, human resources, marketing, sales, policy development, etc.;
- ✿ Various supervisory positions, including project managers, team leads, coordinators, and other roles responsible for people.

The program would strengthen organizations *throughout* all levels. That's not a typo. Usually we say 'strengthen organizations "*at*" all levels'. But a program focused on that vision cannot be usual. Leadership and management don't just occur *at* senior levels. Decisions are made, problems are solved, and projects are implemented *throughout* an organization - or should be.

The stronger the leadership capacity and management capabilities *throughout* the sector - from a small public library to a prestigious research university library to a knowledge management department in a global firm to the digital repository in a government agency - the more robust and sustainable the sector.

LLEAD is not usual. It is evolving. Drawn towards the vision, we strive to produce a curriculum and learning environment in which individuals from throughout the sector....**you**...hone the thinking, approaches, and abilities critical to take yourself, those for whom you are responsible, your organization, and the library and information sector to next from now.

¹ The pilot, funded by [British Columbia's Public Library InterLINK](#) was developed in 2014-2015 and launched in 2016.

Learning Environment







LLEAD's learning environment is as important as the curriculum. Learning is a vulnerable act. To learn we must be open, unlearn, experiment, be curious, and sometimes stumble. As director, instructor, and curriculum designers, we constantly unlearn and stumble. We lead and learn by example.

An outstanding curriculum is useless if the learning environment doesn't nurture confidence and joy. Each person must feel a sense of growth, belonging and enjoyment in LLEAD's in-person and virtual learning environments. We are all responsible for co-creating that environment using SAM². Yes, it's kind of corny.

SAM²

We co-create our learning environment by doing our best to help each other listen, be curious and be patient with ourselves, each other, situations, and processes.

WE ALL CO-CREATE OUR SAM LEARNING ENVIRONMENT.


S	A	M
SIGHT IN TO	ACTIONABLE	MULTI
<p>OTHERS CONCEPTS ENVIRONMENT</p> <p>OURSELVES SECTOR CHANGE</p> 	<p>REFLECTING ON APPLYING LEARNINGS AND INSIGHTS ASAP.</p> 	<p>INTERPRETATIONS ABILITIES EXPERIENCES</p> <p>VIEWPOINTS IDENTITIES CULTURES</p> 
SAFE	APPETIZING	MEMORABLE
<p>IN DISCOMFORT OF CHALLENGING OUR THINKING, CONFRONTING SITUATIONS AND LISTENING WITH EMPATHY TO UNDERSTAND</p> 	<p>WHAT WE LEARN AND HOW WE LEARN MAKES US HUNGRY FOR MORE. WE MAY NOT LIKE EVERY BITE, AND WE'RE WILLING TO TRY IT.</p> 	<p>OUR DISCUSSIONS, DISCOURSE, SUPPORT OF EACH OTHER AND GROWTH HOLDS A SPECIAL PLACE IN OUR HEARTS, MINDS, AND PRACTICE.</p> 

WE DO OUR BEST TO HELP EACH OTHER:

LISTEN

BE CURIOUS

BE PATIENT WITH OURSELVES
AS WE MADE THROUGH
MISTAKES ON OUR WAY TO THOSE
INSIGHTS AND KNOW-HOW.



LLEAD
Go to next from now

In so doing, we gain:

Sights into ourselves, others, the environment, the sector, concepts, and change

Actionable methods and ideas to apply insights, learnings and tools asap

Multiple interpretations through multiple cultures, experiences, identities, abilities and viewpoints

And we benefit from the:

Safety in the discomfort of challenging ourselves

Appetizing morsels of topics or concepts

Memories of how-to's, ah ha's!, good times, and relationships

PEOPLE: US, YOU, LEARNING GUIDES AND MANAGERS

While SAM², Accessibility, discussion guidelines and signed agreements are critical components, it's people who put these words into behaviours and actions that make the desired learning environment a reality. The people co-creating, nurturing, and sustaining the environment are:

Us: Rebecca Jones; MJ D'Elia; Dr. Shailoo Bedi. There's more about us @ www.libraryleadership.org in The Team.

You: Your contribution to the environment goes beyond participation or adherence to statements, guidelines, and agreements. LLEAD is designed to spark your interest in knowing, interpreting, and applying concepts and tools. Your willingness to seize that spark and bring your interpretations, insights, viewpoints, questions, pushback and abilities makes LLEAD a transformative experience for you and everyone involved.

It's mandatory that you attend the Intensive and at least 10 of the 12 virtual classes. We know things come up, but your participation positively impacts your learning and the learning of your LLEAD colleagues.

Learning Guides: Experienced library and information sector leaders volunteer their time, insights, and travel dollars to LLEAD as learning guides. These incredible individuals are genuinely life-long learners, passionate about the sector and supporting your learning. They:

- Facilitate group discussions.
- Demonstrate the vulnerability of learning by reflecting on their journey.

- Share their experiences with concepts and tools.
- Avail themselves to participants throughout the year, not just in classes; many guides mentor or become sounding boards for LLEAD grads long after the program ends.

Managers: While your manager may not actively partake in building the environment, they play an essential role in your LLEAD experience. We rely on your manager(s) to work on tools with you before LLEAD begins to identify your learning goals. You should talk regularly with them about the concepts and tools you're learning and how - or if - these are helping you advance toward your goals. These discussions are "recall opportunities"; they are an opportunity for you to recall - and cement or stamp - the topics you've covered in your mind.

Desired Learning Outcomes

At the end of LLEAD you will have the following understandings and demonstrated that you are learning to - or mastering - specific approaches and tools:

Self: Reflective

Understand your worldview, perceptions and tendencies and the implications of these in various situations.

Learning to:

- Manage your lens through which you see the world, your perceptions, and tendencies.
- Listen deeply and purposefully.
- Ask powerful questions that open possibilities and inform decisions.
- Think critically and strategically.
- Establish and nurture values and visions.

Relationships: Collaborative

Understand the nature and power of relationships and how your worldview, perceptions and tendencies contribute to your relationships.

Learning to:

- Foster collaboration.
- View a manager's role as being responsible for people and managing the relationships among people.
- Identify and influence stakeholders.

"The world of the manager is complicated and confusing. Making sense of it requires not a knack for simplification but the ability to synthesize insights from different mind-sets into a comprehensible whole."

Gosling & Mintzberg,
The Five Minds of a Manager
 Harvard Business Review November 2003

- Set and adhere to boundaries.
- Have the essential conversations and provide effective feedback required for productive relationships.

Organizations: Analytic

Understand that managing a project or an organization involves taking apart the many processes and systems and analyzing their interconnections.

Learning to:

- Question assumptions and detect biases in your own and others' thinking and practices.
- Clarify desired outcomes before starting an initiative, sticking to values, analyzing options, and making decisions as the work toward those outcomes progresses.

Context: Worldly

Understand the environment surrounding the sector and its implications for the sector, your organization, and your project.

Learning to:

- Read beyond your professional or sector-specific publications and newsfeeds.
- Watch for trends and developments in your campus, community, company or industry that, at first glance, may not connect to your work.
- Question assumptions about suppliers and talk with suppliers about trends and developments they are monitoring.
- Explore and experiment with tools and approaches used in other sectors.

Change: Action

Understand an approach with which to effectively manage the transition of processes, practices and/or procedures to realize a compelling outcome or vision. Realize that change has no meaning without continuity.

Learning to:

- Manage an organizational project in which to apply what LLEAD is covering
- Identify and work with champions.
- Communicate the vision of the "changed state" meaningfully for different stakeholders.
- Clarify for those impacted by the change what will stay the same (and why) and what will change (and why).

Curriculum

FRAMEWORK

LLEAD's curriculum is based on Mintzberg and Gosling's work² that the practice of management demands five mind-sets or five ways to "interpret and deal with the world around them."³ The five mind-sets:

- ✿ Self: Reflective
- ✿ Relationships: Collaborative
- ✿ Organizations: Analytic
- ✿ Context: Worldly
- ✿ Change: Action

FIVE MIND-SETS

"So we have five sets of the managerial mind, five ways in which managers interpret and deal with the world around them. Each has a dominant subject, or target, of its own. For reflection, the subject is the self; there can be no insight without self-knowledge. Collaboration takes the subject beyond the self, into the manager's network of relationships. Analysis goes a step beyond that, to the organization; organizations depend on the systematic decomposition of activities, and that's what analysis is all about. Beyond the organization lies what we consider the subject of the worldly mind-set, namely context—the worlds around the organization. Finally, the action mind-set pulls everything together through the process of change—in self, relationships, organization, and context."

Gosling & Mintzberg, **The Five Minds of a Manager**
Harvard Business Review November 2003

DELIVERY

To realize LLEAD's vision, we bring together participants working in myriad roles throughout the library and information sector to collaborate and teach each other. Large and small groups and pairs are a part of every session. Participants and learning guides work in different contexts and view the worlds surrounding their organizations through different lenses. How better to learn the context or worldly mind-set than from and with each other?

² [Jonathan Gosling and Henry Mintzberg, The Five Minds of a Manager, Harvard Business Review, November 2003](#) - the paper is attached.

³ [Gosling and Mintzberg pp. 2 of Reprint](#)

Every class requires preparation (watch a video, listen to a podcast, read an article, chapter, post, or case study). In the class, you'll discuss and teach each other the session's concepts and/or tools. In so doing, you each bring your respective experiences, expertise, and viewpoints to the topic. These discussions are rich with insights and interpretations. This encourages relationship-building and catalyzes learning, particularly about context, organization, and mind-sets.

Other curriculum experiences include instruction, Wise Counsel⁴, reflection and the organizational project. Wise Counsel is a group problem-solving approach adapted from [Liberating Structures](#).

Evidence shows that reflection

helps make sense of concepts covered, accelerates embedding concepts into practice, and fosters critical thinking and self-understanding. Based on this evidence, reflection is a vital part of the curriculum in the form of: Learning Guide reflections, participant reflective journaling, session debriefs, and a mid-term reflective essay.

Reflect, often. If we take time to notice what just happened, we learn how the system operates. Without reflection, we go blindly on our way, creating more unintended consequences, and failing to achieve anything useful.

[Margaret Wheatley](#)

The bookends of each session are preparation and reflection. Virtual sessions are an intense 3 hours.

The organizational project provides a productive, meaningful way for participants to weave the managerial mind-sets together which is the reality of any successful project. Participants aren't expected to complete the project during LLEAD. LLEAD introduces students to basic project management and developing a project charter that is essential for a productive project.

The learning outcomes related to the project are:

- Clarify specific results the project is to deliver.
- Apply concepts and tools covered in the classes..
- Purposefully use the [five managerial mind-sets](#), deepening mastery of the framework.
- Identify and, as time allows, influence and collaborate with various stakeholders and/or partners in various departments or functions.

⁴ Adapted from [The Surprising Power of Liberating Structures, 2014](#)

Assignments

There are six assignments:

Before the in-person Intensive, three assignments must be completed:

1. DISC.
2. Chalking Tool: completed with your manager.
3. Development Plan: draft of learning outcomes completed with manager.

After the in-person intensive three more assignments:

4. Project charter.
5. Mid-term reflective essay.
6. Final presentation of LLEAD or project realizations.

You are also expected to have at least three conversations with your manager:

1. Pre-program: complete Chalking Tool and agree on your learning outcomes
2. Mid-program: discuss progress
3. Post-program: debrief on learning outcomes realized and complete LLEAD evaluations (you and your manager will be asked to complete an evaluation)

Recommended Requirements

Technology:

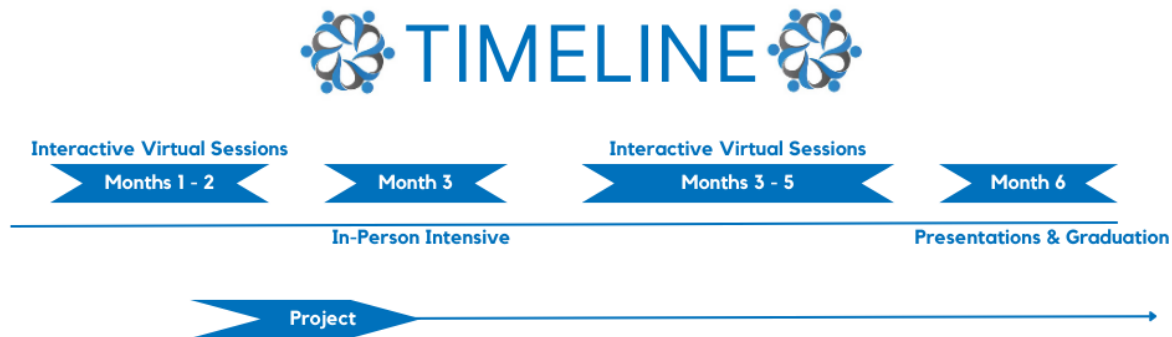
We'll be working together virtually with 20+ people on the screen. To have an enjoyable experience, please have:

- High-speed, reliable internet connection
- A screen that's a minimum of 20"/51cm
- Microphone, camera and speakers or headset

Time Commitment:

We recommend that you schedule 3 hours each Friday. The virtual classes begin at 9:00amPT or 12NoonET, scheduled for 2.5 - 3 hours. But! You'll need time for preparation, applying your learning, writing reflections and assignments. With your manager, agree that LLEAD is a priority for those 6 months.

Schedule



LLEAD is hybrid with 12 virtual classes and an in-person Intensive:

- @ UBC's Loon Lake Retreat Centre in British Columbia for LLEAD7
- University of Waterloo in Ontario for LLEAD8.

The schedule has three parts: (<https://www.libraryleadership.org/program> for specific dates)

- I. Months 1 - 2: Four Virtual Classes
- II. Month 3: In-Person Intensive
- III. Months 3 - 6: Seven Virtual Classes plus Final Presentations

PART I. MONTH 1 AND 2: FOUR VIRTUAL CLASSES

Class 1	Orientation for Participants; separate Orientation for their Managers
Class 2	Mintzberg and Gosling's Managerial Five Mind-Sets; Their research regarding the role and work of managers and leaders is the framework of LLEAD's curriculum.
Class 3	Communication: Listening, Powerful Questions, Presenting
Class 4	Projects: Pre-Planning is a Maker-Breaker

PART II. MONTH 3: SIX-DAY IN-PERSON INTENSIVE

Sunday: Managing Self: Understanding your worldview and its implications

Monday: Managing Self: Understanding yourself, your perceptions, assumptions, tendencies, how you show up in teams and collaborative work, and deciphering the complementary relationship of leadership and management.

Tuesday: Managing Self: Surfacing your values and vision, and drafting your development plan.

Managing Context: Understanding the landscape in which the information and library sector operates and myriad stakeholders impacting the landscape and sector.

Wednesday: Managing Relationships and Change: Learning to have critical conversations, provide productive feedback and establish and maintain boundaries based on your values.

Thursday: Melding the Mind-sets: An introduction to five essential tools for managing projects.

Friday: Managing Change: Ready to apply the Intensive learnings in the reality of the workplace.

DURING THE WEEK THERE ARE TWO CASE STUDIES, BASED ON ACTUAL SITUATIONS, FOR WHICH PARTICIPANTS DIAGNOSE THE CORE PROBLEM AND DETERMINE THE LEADERSHIP TEAMS' IMMEDIATE PLAN OF ACTION. LEARNING GUIDES GIVE REFLECTIONS EACH DAY AND ONE-ON-ONE CONVERSATIONS.

PART III. MONTHS 3- 6: VIRTUAL CLASSES

Date	Topic
Class 5	Influencing: Mapping and Connecting with Influencers
Class 6	Coaching: Bringing out People's Best; PROJECT CHARTER DUE
Class 7	Teams: Preventing Dysfunctions
Class 8	Critical Conversations and Feedback: Tough Cases; REFLECTIVE ESSAY DUE
Class 9	Problem-Solving, Decision-Making and Wise Counsel
Class 10	Cultural Intelligence and Competencies for Healthy Work Environments
Class 11	Change: It's a Project
Class 12	Presentations and Graduation