



# LLEAD 7

OVERVIEW FOR THOSE  
INTERESTED IN THE  
PROGRAM



# LLEAD7 Overview

Thank you for your interest in LLEAD. To offer a glimpse into what sets us apart, here is the LLEAD7 syllabus.

A syllabus usually plunges into program logistics – dates, topics, and grading. While these details are crucial [and you can find them below], we believe it's just as important to begin with the foundation: LLEAD's vision and approach. Our vision drives every aspect of the program—from its structure and content to your active role in co-creating a dynamic and collaborative learning experience.

LLEAD is designed for individuals in all functions across the library and information sector who hold responsibility for people—whether that’s teamlead, supervisor, manager, or aspiring to be in one of those roles. Our goal is to ignite passions, foster networks, and expand leadership abilities. By the end of this learning journey, you'll skills, insights, and confidence to go to next from now.

## Contents

---

LLEAD's Vision .....	2
Learning Environment .....	3
SAM <sup>2</sup> .....	3
DISCUSSION GUIDELINES; CONFIDENTIALITY; ACCESSIBILITY .....	4
PEOPLE: US, YOU, LEARNING GUIDES AND MANAGERS .....	6
Desired Learning Outcomes .....	8
Curriculum.....	10
FRAMEWORK; FIVE MINDSETS .....	10
DELIVERY .....	11
PROJECT .....	12
ASSIGNMENTS.....	13
Schedule .....	14
PART I: 3 VIRTUAL CLASSES: OCTOBER 4 - NOVEMBER 15, 2024 .....	14
PART II: IN-PERSON INTENSIVE NOVEMBER 24 - 29, 2024.....	15
Part III: 12 VIRTUAL CLASSES: DECEMBER 13 - MAY 4, 2025 .....	16

# 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 the library and information sector who volunteered insights, time and talents to shape a new leadership and management program for the sector.<sup>1</sup>

## LLEAD IS WORKING TOWARDS a Vision

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.

This is the vision of a program that intends to take the sector "*to next from now*." The program must be unique, research-based and silo-busting to realize that vision. LLEAD must bring together the many perspectives, knowledge and experiences of individuals throughout the sector in:

- ✿ All types of libraries, as well as information and knowledge management;
- ✿ Multiple functions within the sector: 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's goal is to strengthen organizations throughout all levels. That's not a typo. Programs usually state that they 'strengthen organizations "at" all levels.' However leadership and management don't just occur at senior levels. Decisions are made throughout an organization. Problems are solved throughout an organization - or should be. People are responsible for other employees throughout an organization.

---

The stronger the leadership capacity and management capabilities throughout the sector at all levels, from directors of small public libraries to project managers in large research university libraries to team leads in government knowledge management departments, the more robust and sustainable the sector.

---

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

Drawn towards the vision, LLEAD strives to produce a curriculum and learning environment in which individuals 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.

## 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 co-designers, we constantly unlearn and sometimes stumble in LLEAD. We lead by example by learning by example. An outstanding curriculum is useless if the learning environment doesn't nurture learning, confidence, and joy.

Our in-person and virtual learning environment must be conducive for each person to feel a sense of growth, belonging, and enjoyment. We are all responsible for co-creating that environment using SAM<sup>2</sup> (pg.3), which admittedly, is rather corny. Maybe we'll co-create a new name for SAM<sup>2</sup> @ LLEAD7.

### SAM<sup>2</sup>

**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.** In so doing, we gain:

**S**ights into ourselves, others, the environment, the sector, concepts, and change

**A**ctionable methods and ideas to apply insights, learnings and tools asap

**M**ultiple interpretations through multiple cultures, experiences, identities, abilities and viewpoints

And we benefit from the:

**S**afety in the discomfort of challenging ourselves

**A**ppetizing morsels of topics or concepts

**M**emories of how-to's, ah ha's!, good times, and relationships

Our Discussion Guidelines, Confidentiality, and Accessibility shore up SAM<sup>2</sup>.

# DISCUSSION GUIDELINES

## IN VIRTUAL & IN-PERSON ENVIRONMENTS

- Have **one conversation** at a time (in pairs, small groups, large groups).
- **Listen** rather than waiting to speak.
- **Realize** we won't always agree and that different interpretations and opinions improve our critical thinking.
- **Mindful** that when we disagree, we do our best to:
  - **breathe** to keep oxygen going to our brain.
  - **seek deeper** understanding with questions based on curiosity.
  - **avidly look** for commonalities.
  - **take time** to consider and reflect.
- **Practice open-ended** questions when things aren't clear. If we don't understand something, we know we are rarely alone.
- **Assume good** intentions.
- **Observe**; when hands go up, we quiet down.
- **Look for** and bring humour that is mutually funny.

## CONFIDENTIALITY

LLEAD takes confidentiality very seriously both during and after completion of the program. The Confidentiality Agreement is attached to the acceptance letter. Please sign it and return to [info@libraryleadership.org](mailto:info@libraryleadership.org) before October 4, 2024.

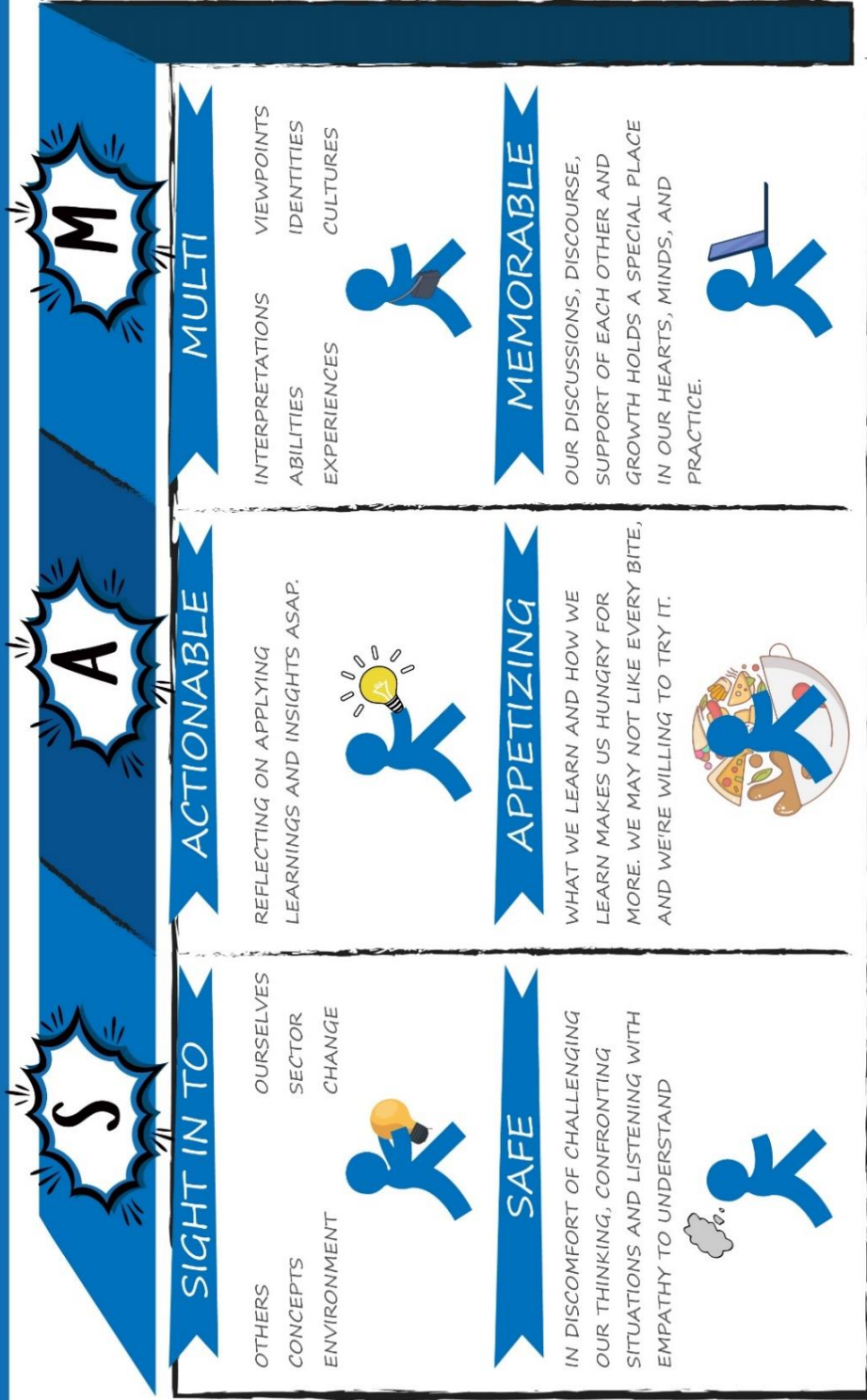
## ACCESSIBILITY

SAM<sup>2</sup> speaks to our commitment to an environment of belonging for everyone of all abilities, cultures, experiences, identities, and viewpoints. We do everything we can to accommodate everyone's abilities. If something in the LLEAD environment or experience limits your learning or sense of belonging and enjoyment, please bring it to our attention.<sup>2</sup> We need to address it.

---

<sup>2</sup> Connect with [rebecca@libraryleadership.org](mailto:rebecca@libraryleadership.org); MJ D'Elia [mj@thirdwaythink.com](mailto:mj@thirdwaythink.com), your manager or a learning guide.

# WE ALL CO-CREATE OUR SAM LEARNING ENVIRONMENT.



## 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.**



**LEAD**

Go to next from now

## People: Us, You, Learning Guides and Managers

---

While the statements (SAM<sup>2</sup> and Accessibility), discussion guidelines and signed agreements are critical components, people put these words into the behaviours and actions that make the desired learning environment a reality. The people co-creating, nurturing, and sustaining the environment are:

**Us:** - MJ is responsible for:

- The overall program, from the curriculum design to its delivery, including that you have the class preparation required.
- Ensuring everyone's adherence to the statements, guidelines and agreements outlined above.

MJ, Rebecca, and the learning guides are passionate about LLEAD's vision and that your LLEAD experience inspires you to pursue a unique path that strengthens the campuses, communities, and organizations within the sector.

Dr. Shailoo Bedi<sup>3</sup>, other instructors, and Peter Jones<sup>4</sup> all support LLEAD.

**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, your fellow participants, and everyone involved.

**Learning Guides:** Experienced library and information sector leaders volunteer their time, insights, and travel dollars to LLEAD as learning guides. That is not a trite statement. The guides are genuinely life-long learners, passionate about how they can support your learning and about the sector.

Learning guides:

- Facilitate group discussions, prompting - and sometimes probing - with questions and suggestions.

---

<sup>3</sup> See [www.libraryleadership.org](http://www.libraryleadership.org) for more information on Shailoo (her andragogy (adult learning) expertise is invaluable) and MJ.

<sup>4</sup> Peter manages the finances and logistics

- Demonstrate the vulnerability of the learning environment by reflecting on their journey.
- Share their experiences with concepts and tools.
- Avail themselves to participants throughout the year, not just in sessions; 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.

Managers are updated on LLEAD's progress after the Intensive and before the graduation. We ask that they do a formal check-in with you at the 3-month mark. We also ask that they complete an evaluation of the program.



## Desired Learning Outcomes

---

Our goal is that by the end of LLEAD you will have the following understandings and demonstrated that you are learning to - or mastering - specific mindsets, approaches and tools:

### 🌀 **Self: Reflective**

You will better understand your worldview, perceptions, and tendencies and their implications in various situations.

Learning to:

- Manage the 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**

You will deeply appreciate 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.
- Set and adhere to boundaries.
- Initiate and proceed with essential conversations required for productive relationships.

### 🌀 **Organizations: Analytic**

You will recognize 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.

## Mindsets

ATTITUDES OR LENSES THRU WHICH  
TO VIEW SITUATIONS

“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

- Clarify desired outcomes before starting an initiative, sticking to values, analyzing options, and making decisions as the work toward those outcomes progresses.
- Be confident in having the crucial conversations required for an inclusive, happy work environment.

### **Context: Worldly**

You will seek ways to explore and figure out 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**

You will be highly attuned that change:

1. Of processes and situations - is inevitable and is one of the five mindsets managers must manage, and it isn't the organization that changes, it is the people that change.
2. And continuity go hand in hand; people must know what is changing and what will be the same.

Learning to:

- Manage an organizational project or initiative in which to practice and apply what LLEAD is covering:
  - o The project may not be fully implemented by the close of LLEAD, but you should have:
    - Secured approval of the project charter or outline.
    - Identified project or initiative stakeholders.
- Have crucial conversations required to help people and the organization grow and transition.
- Identify and work with champions.
- Communicate the vision of the "changed state" meaningfully to different stakeholders.
- Clarify what will stay the same (and why) and what will change (and why) for those impacted.

# Curriculum

To achieve these learning outcomes, LLEAD's curriculum builds on Mintzberg and Gosling's work<sup>5</sup>: that the practice of management demands five distinct mindsets - five ways to "*interpret and deal with the world around them.*"

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

## FIVE MINDSETS

### THE FRAMEWORK OF LLEAD'S CURRICULUM

"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

The curriculum is delivered to accommodate various learning styles and align with the mindset framework. A learning guide advised us to "*emphasize the worldly mindset from the jump.*"

<sup>5</sup> [Jonathan Gosling and Henry Mintzberg, The Five Minds of a Manager, Harvard Business Review, November 2003](#) - Reprint is attached.

So, here goes: 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. After all, participants and learning guides work in different contexts and view the worlds surrounding their organizations through different lenses. How better than to learn the context or worldly mindset from and with each other?

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 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 method encourages relationship-building and catalyzes learning about context, organization, and mindsets.

Other curriculum experiences include instruction, Wise Counsel <sup>6</sup> (a group problem-solving method), layering, reflection and the organizational project.

**Layering** is a technique of introducing a concept in a session and circling back to it in subsequent sessions. This method incorporates recall opportunities that, in turn, create a deep understanding of the concept or tool (they just stick in our minds better).

**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 vital to the curriculum through learning guide reflections, reflective journalling for participants, 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 2.5 hours; please be prepared for the topic and discussion. The details for all classes - schedule, curriculum preparation, recordings, documents and discussion - are on the [virtual learning hub, which will be ready in October.](#)

**The organizational project** provides a productive, meaningful way for participants to weave the managerial mindsets together, which is the reality of

---

<sup>6</sup> Adapted from [The Surprising Power of Liberating Structures, 2014](#)

any successful project. Participants aren't expected to complete the project during LLEAD. LLEAD will introduce participants to basic project management and, specifically, developing a project charter essential for a productive project. Some LLEAD members have addressed projects for a sector association, where the sponsor was the association executive director.

The learning outcomes related to the project are:

- Clarify specific results the project is to deliver.
- Apply concepts and tools covered in the sessions.
- Purposefully use the five managerial mindsets, deepening mastery of the framework.
- Identify and, as time allows, influence and collaborate with various stakeholders and/or partners in various departments or functions.

## Assignments

---

ASSIGNMENT	DUE DATE
DISC	Completed by October 20*
Starting Point	Completed with your manager by November 15*
Development Plan	Draft of desired learning outcomes (only) completed with manager by November 15*
Project Outline	Draft submitted on Community Section of virtual learning hub by November 15*
Project Charter	Submitted by January 10, 2025
Reflective Essay	Submitted by February 21, 2025
Final presentation of LLEAD learning outcomes	April 4, 2025

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

1. Pre-program: complete the Starting Point; 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)

\*BE SURE TO BRING THESE TO LOON LAKE

## Recommended Requirements

---

### Technology:

We'll be working together virtually with 25+ 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

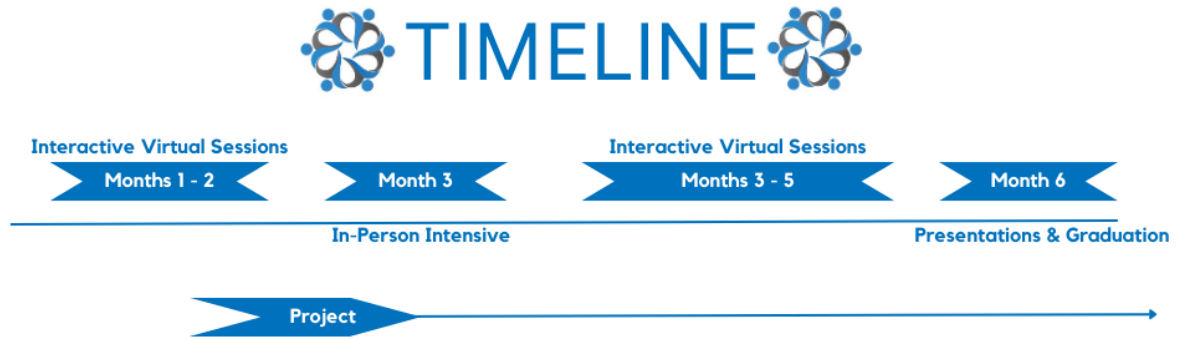
### Scheduling:

**We recommend you schedule 3 hours each Friday.** The 3-hour virtual classes begin at 9:00amPT or 12NoonET (schedule is on page 13). The weekly schedule will provide the time required for class preparation, applying what you have learned in your job, and writing reflections and assignments.

With your manager, agree that LLEAD is a priority for those six months.

Your participation is vital for your learning and your program colleagues' learning.

# Schedule



LLEAD is hybrid. There are 12 virtual classes and an in-person Intensive, @ UBC's Loon Lake Retreat Centre. All virtual classes are interactive and held from 12:00pm - 3:00pm ET.

There are three parts to the schedule:

- |                      |                               |
|----------------------|-------------------------------|
| 1. October-November: | Three Virtual Classes         |
| 2. November 24-29:   | Loon Lake In-Person Intensive |
| 3. December-April:   | Nine Virtual Classes          |

## PART I. OCTOBER - NOVEMBER: THREE VIRTUAL CLASSES

The curriculum begins when you receive the acceptance letter and this Overview. Please complete the tasks and reading requested in the letter.

CLASS DATE	TOPIC
October 4	1. Orientation Note: This is the only class that is 12pm - 2pmET. Details are in your acceptance letter.
November 1	2. Mintzberg's Five Mindsets
November 15	3. Communication: Listening and Powerful Questions

## **PART II. NOVEMBER 24-29, 2024: IN-PERSON INTENSIVE**

Participants check in at 3:00 pm on Sunday November 24; the session begins in the classroom in the Koerner Centre at 4:30 pm. The Intensive closes Friday November 29 at 1:00 pm after lunch.<sup>7</sup>

### ***In-Person Intensive Curriculum***

- 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 the myriad stakeholders impacting the landscape and sector.
- Wednesday: Managing Relationships and Change: Learning how to have critical conversations, provide productive feedback and establish and maintain boundaries based on your values.
- Thursday: Melding of all Mindsets: An introduction to project management and 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 IN WHICH PARTICIPANTS DIAGNOSE THE CORE PROBLEM AND DETERMINE THE LEADERSHIP TEAMS' IMMEDIATE ACTION PLAN. LEARNING GUIDES GIVE REFLECTIONS EACH DAY AND ONE-ON-ONE CONVERSATIONS.

---

<sup>7</sup>There will be many web-postings and emails with coordinating details during November and January.



### PART III. DECEMBER - APRIL: VIRTUAL SESSIONS

There are 9 virtual sessions: 9:00amPT-12noonPT | 12noonET-3:00pmET

- |                |                |
|----------------|----------------|
| 1. December 13 | 5. February 21 |
| 2. January 10  | 6. March 7     |
| 3. January 24  | 7. March 21    |
| 4. February 7  | 8. March 28    |
|                | 9. April 4     |

DATE	TOPIC
December 13	4. Influencing: Mapping and Connecting with Influencers
January 10 <b>PROJECT CHARTER DUE</b>	5. Coaching: Bringing out People's Best
January 24	6. Crucial Conversations and Feedback: Tough Cases
February 7	7. Teams: Preventing Dysfunctions
February 21 <b>REFLECTIVE ESSAY DUE</b>	8. Problem-solving and Decision-making
March 7	9. Thinking Tools: Wise Counsel
March 21	10. Cultural Intelligence and Competencies for a Healthy Work Environment
March 28	11. Change is a Project
April 4	12. Presentations and Graduation

**CONTACT:**

MJ D'Elia	<a href="mailto:mj@thirdwaythink.com">mj@thirdwaythink.com</a>	226.820.5514
Rebecca Jones	<a href="mailto:rebecca@libraryleadership.org">rebecca@libraryleadership.org</a>	416.937.5411