

# Live Long and Prosper



KOOTENAI-SHOSHONE AREA LIBRARIES & COEUR D'ALENE PUBLIC LIBRARY

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## Staff Workshop Evaluation November

Link to workshop resources: <http://libraries.idaho.gov/change>

### AGENDA

What	How	Minutes
Introduction	Present	5
Learning Organizations	Present & Activity	45
Conversation Café	Small Groups: go to the table that corresponds to your handout	55
Break	Reconvene your original-number group	15
Case Study	Small group work	35
Lunch	After lunch, go back to your small group	90
Case Study	Continue small group work	30
Report Out	Present	30
Conversation Café	Small Groups	30
Debrief	Walk-about	15
Close	Evaluation	10

### Purpose To gain tools to thrive in ever-changing environment

Desired outcomes:

1. Understanding of learning organizations
2. Awareness of deeply held beliefs, images & assumptions and how they affect work
3. Exploration of learning organization techniques in a scenario of change

Learning Organizations: Organization made up of customer-focused teams which acquire knowledge and innovate fast enough to survive and thrive in a rapidly changing environment.

### Learning Organizations Cultural Characteristics:

- Encourages and supports continuous learning, critical and innovative thinking
- Allows mistakes and values employee contributions
- Learns from experience and experiment
- Disseminates new knowledge throughout the organization for incorporation into day-to-day activities

WebJunction Idaho: <http://id.webjunction.org>

Idaho Commission for Libraries Facilitators:  
Anne Abrams—Erin McCusker—Jan Wall—Shirley Biladeau



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## Five Elements found in any learning organization

### PERSONAL MASTERY –

learning to expand our individual capacity to create the results we most desire.

### MENTAL MODELS –

the assumptions and generalizations that influence how we understand and interpret the world.

### SHARED VISION –

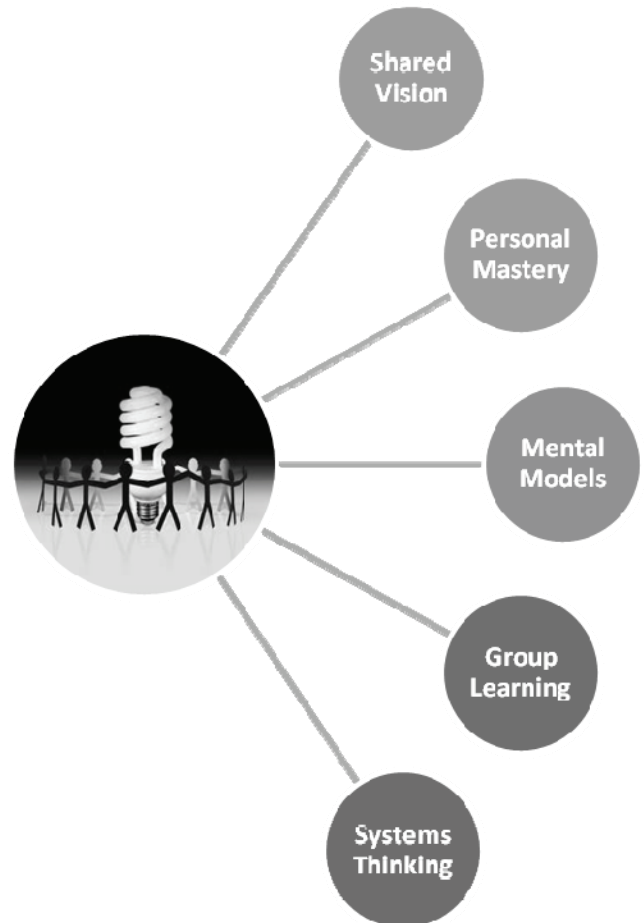
building a sense of commitment in a group through shared images to provide a focus for the organization.

### GROUP LEARNING –

team learning or synergy – transform conversation and collective thinking skills, so groups of people can develop intelligence and ability greater than the sum of individual members' talents.

### SYSTEMS THINKING –

the ability to see the bigger picture, to see the interrelationships of a system ~ this tool helps us to effectively change systems while staying in sync with the larger processes of the natural and economic world.

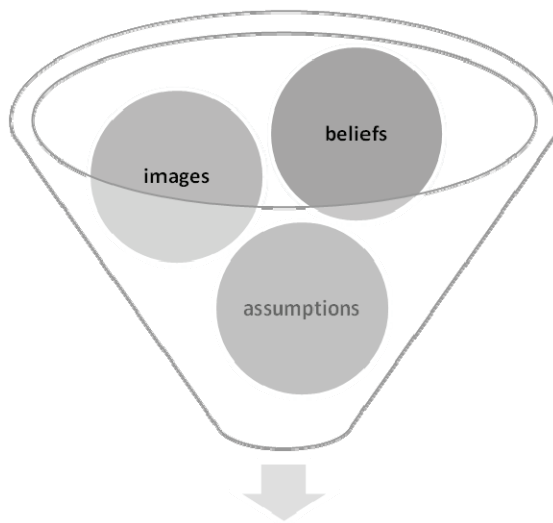


## Activity

Write one word that comes to mind when you look at the picture to the left?

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## Mental Models

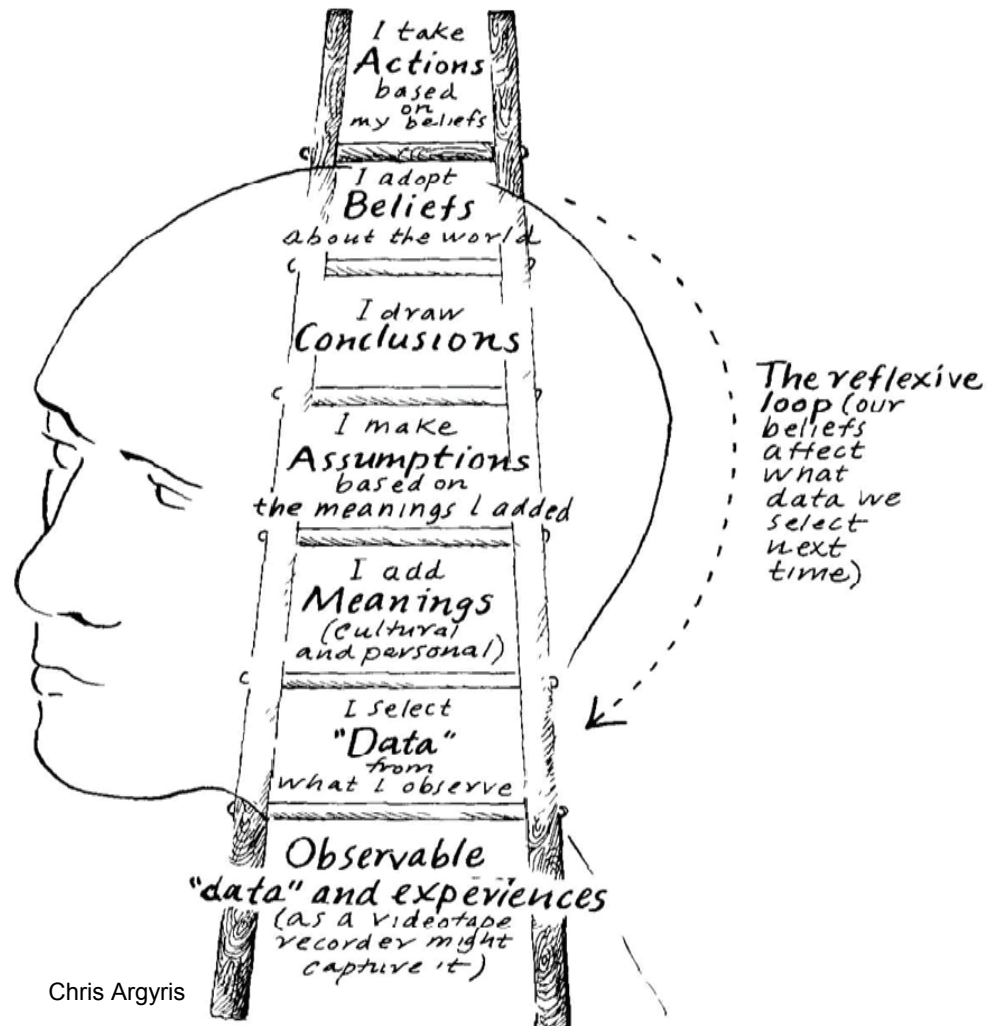


How we see and experience the world

Mental models are perceptions which influence how we see and experience the world. They are based on the deeply held beliefs, images and assumptions we hold about our world, ourselves, and our organizations and how we fit in them. Our perceptions are filtered through our life experience, education, culture, family and friends.

The filter through which we see the world affects our experience of the world. Chris Argyris created this visual of mental models called the "ladder of inference."

- We select data from observable data.
- We add meaning to the data we've selected
- We make assumptions based on the meaning
- We draw conclusions from the assumptions
- We adopt beliefs about the world
- Based on our conclusions and beliefs that we reach, we take action
- We then get results, and those results influence what data we select in the future – reinforcing our original mental model.



Chris Argyris

## Activity

# Play, experiment and improvise!

## Conversation Café

### Café Etiquette

Focus on what matters.

Contribute your thinking.

Speak your mind and heart.

Listen to understand.

Link and connect ideas.

Listen together for insights and deeper questions.

Play, doodle, draw—writing on the tablecloths is encouraged!

Have fun!

1. When asked to move, go to the table that corresponds with the number on the front of your handout (above the word “agenda”). You will be randomly mixed with a small group of participants.
2. The purpose of the conversation café activity is to explore questions that matter —this exercise will set your frame of mind for the case study.
3. While discussing write down key words or ideas or draw pictures that capture what your conversation on your table cloth.
4. After you discuss the first question, you’ll be asked to move to a different table. Sit anywhere you please, but if all the seats are filled at one table, find another table.
5. You’ll discuss two questions and then take a break.
6. After the break, return to you numbered-conversation table.

## Activity: The Case Study

New staff members have joined a library known for innovative programs and stellar customer service. With this change, how will your group take the best of the old and the new to allow the library (and employees) to sustain and enhance the library’s reputation?

Hurdles:

- Workforce is highly experienced and independently minded
- New staff pride themselves on individual contributions
- Current staff pride themselves on processes developed
- Write down your solution on page 5

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## Case Study Solution

How is your team going to incorporate the best of the ideas from new staff with the success of the existing staff to sustain and enhance the libraries reputation?

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After lunch, reconvene at your Conversation Café table.

## Case Study Part 2

1. Continue to work in small groups
2. When your team has the revised solution, write your solution (above) and your revision on a single note card.
3. When time is called, hand the note card to a facilitator.
4. Your facilitators will then debrief the case study solutions.

## Activity: Conversation Café

1. In your small groups and discuss three questions.
2. Be sure and use the table cloths to write down key ideas, phrases and/or drawings.

## Activity: Debrief

1. When time is called, walk around to see what was recorded in the other small groups.
2. When time is called, reassemble to the large group space.



WebJunction Idaho –  
<http://id.webjunction.org>  
Programming and continuing  
education at your fingertips!

WebJunction Idaho –  
Libraries as Learning  
Organizations:  
<http://tinyurl.com/zye76k2>

Guide to Learning and  
Personal Growth Resources:  
<http://id.webjunction.org/for-learners>

Google Docs – share and  
collaborate in real time --  
<http://tinyurl.com/fujt2>

Brainstorming tool:  
[www.ideatorrent.org](http://www.ideatorrent.org)  
Lets people submit their  
ideas, brainstorm them, and  
vote on them.

Library blog – use to share  
ideas and information on  
training – see Denver Public  
Library blog at  
[www.cellscites.blogspot.com](http://www.cellscites.blogspot.com)

Strategies, techniques and  
practices to give your library  
the training advantage at  
[www.librarytrainer.com](http://www.librarytrainer.com)

Social media in organizations  
for performance  
improvement and learning at  
[www.engagedlearning.net](http://www.engagedlearning.net)

Chief Learning Officer – 5  
tips to improve learning  
outcomes [www.clomedia.com](http://www.clomedia.com)



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Please circle the number that most accurately describes your opinion.



Skills & Knowledge Ladder

**Before** the workshop, where were you on the skills and knowledge ladder? (1 is low and 5 is high)

1. Understanding of learning organizations  
(low) 1 - 2 - 3 - 4 - 5 (high)
2. Awareness of deeply held beliefs, images & assumptions and how they affect work  
(low) 1 - 2 - 3 - 4 - 5 (high)
3. Skill in using of learning organization techniques.  
(low) 1 - 2 - 3 - 4 - 5 (high)

**After** the workshop, where are you on the skills and knowledge ladder? (1 is low and 5 is high)

1. Understanding of learning organizations  
(low) 1 - 2 - 3 - 4 - 5 (high)
2. Awareness of deeply held beliefs, images & assumptions and how they affect work  
(low) 1 - 2 - 3 - 4 - 5 (high)
3. Skill in using of learning organization techniques.  
(low) 1 - 2 - 3 - 4 - 5 (high)

### Workshop Methods

Disagree  $\longrightarrow$  Agree

4. New and useful information was presented.

1 - 2 - 3 - 4 - 5

5. Presenter(s) responded effectively to questions/comments.

1 - 2 - 3 - 4 - 5

6. Instructional aides (handouts) were helpful.

1 - 2 - 3 - 4 - 5

7. Overall, I found the activity valuable.

1 - 2 - 3 - 4 - 5

8. Time allowed for the activity was (circle one):

Too short - About right - Too long

Other comments