Nexus LAB Curricular Resources

The Nexus LAB project team of 32 programs, organizations and trainers, is encouraging the piloting of seven fully adaptable and customizable, plug-and-play sets of curricular resources created with Toolkit Consulting. The modules focus on developing profession or field-level leadership skills, as described in layer six of the Nexus LAB Layers of Leadership Development, which were developed jointly with the Center for Creative Leadership.

Available leadership development curricular modules cover the following topics and learning objectives:

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Material Duration</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| Articulating the Case for Change | 2 hrs. 20min. of material | • Draft key and consistent messages to articulate the need for change with different audiences  
• Develop techniques for targeting where they can present or publish to better reach their desired audience  
• Name reasons why it may be preferential to defer to another to carry forward the message |
| Engaging Diverse Stakeholders to Lead Change | 2 hr. 10min. of material | • Name the diverse stakeholders needed for your change, and the benefits and risks to participation of each  
• List techniques to engage (and benefit from) allies and opponents  
• Define tailored engagement objectives and tactics for distinct audiences/stakeholders |
| Are you Moving the Needle? Assessing the Impact of Advocacy Efforts | 1 hr. 50min. of material | • Differentiate between different levels of impact: organizational, field or profession, and community  
• Give examples of the difference between evaluating efforts (activities/implementation) vs. evaluating impact (even incremental)  
• Practice techniques for identifying and measuring success when pursuing change efforts  
• Discuss the importance of incorporating feedback into adjustments to their advocacy approach |
| Fostering Innovation and Creativity | 2 hrs. 30min. of material | • List three potential innovation barriers and motivations for people in your profession  
• Cite examples of innovation across boundaries  
• Practice and model techniques to foster a culture of innovation and experimentation  
• Recognize the importance of rapid iteration and documentation in learning from innovation (including failures)  
• Use strategies to balance risk and innovation |
| Positioning Organizations in Community, Economic, and Social Issues | 2 hrs. of material | • Cite a variety of community, social and economic issues that libraries, archives and museums can and have impacted  
• Identify shared issues and opportunities for impact across the library, archive and museum sectors  
• Plan tactics – both online and off – for listening to and engaging with communities/community partners to ensure awareness of and relevance to their issues |
| Building a Networked Approach to Leadership | 2 hrs. of material | • Describe why, when, and how a networked approach to leadership can be effective  
• List challenges and advantages associated with sharing leadership in a cross-boundary network  
• Recognize and mitigate reticence for participating in cross-boundary networks  
• Consider whether it is appropriate to take a networked leadership approach in a given situation |
| Advocacy Primer for LAMs | 2 hrs. 20 min. of material | • Describe what advocacy is and give examples of the different types of advocacy that libraries, archives, and museums can engage in.  
• State the key differences between lobbying and advocacy.  
• Describe different types of standard advocacy tools and approaches, and the benefits of using them.  
• Develop ideas for advocacy activities you can engage in on issues important to your field and community |

Each topic’s curricular resources include:

- A trainer’s curriculum guide, walking through a complete session, while providing exercises, talking points, and examples;  
- A lightly formatted slide deck, for trainers to customize and brand to fit alongside other offerings; and  
- A participant worksheet that works with the curriculum guide and serves as a participant take-away for future reference.