SILL

Strengthening Innovative Library Leaders

Getting Started with SILL

MORTENSON CENTER for International Library Programs

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About the Training

Website: **library.illinois.edu/mortenson-leadership**

The "Strengthening Innovative Library Leaders" (SILL) training program was created by the Mortenson Center for International Programs at the University of Illinois Library with support from the Bill and Melinda Gates Foundation. The 2-day training provides foundational leadership skills for library staff. The training is comprised of 4 learning modules in addition to short welcoming and closing sessions.

The learning modules are:



1. Leadership Styles for Librarians



2. Library Leaders as Innovators



3. Library Leaders with a Plan



4. Library Leaders as Communicators

Audience

The SILL modules are designed for anyone working in a public or community library. In fact, the impact of the trainings is more effective if everyone in the library participates. It should be considered foundational training and the first step for future library trainings.

The recommended number of participants is 15–25. The training is more effective when everyone can actively participate and receive feedback from the trainers.

Adapting SILL



You are encouraged to adapt the content to better fit your culture, language, and community. An orange lightbulb in the trainer materials indicates where content can be adapted. Brief explanations of how the content should be adapted are also included.

Preparing the Training Space

The SILL training strongly emphasizes group work and discussion. For this reason, participants should sit in groups of 4–6 people at tables arranged around the room.

Reserve the space at the front of the room for the trainers, the computer, the projector and screen, and the flip chart.

Training Schedule

The SILL training is designed to be completed in 2 days. Please add breaks and lunch where they fit best for you. A detailed schedule is included in your Supplemental Materials packet.

DAY 1

1. SILL Welcoming Session	60–70 minutes
2. Module 1: Leadership Styles for Librarians	90–120 minutes
3. Module 2: Library Leaders as Innovators	130–160 minutes

DAY 2

1. Module 3: Library Leaders with a Plan	100–125 minutes
2. Module 4: Library Leaders as Communicators	125–165 minutes
3. SILL Closing Session	35–45 minutes

Training Components

Because SILL training is intended to be interactive, informal, and fun for the trainers and participants, there is less emphasis on formal lectures and more focus on group activities and discussion. The training components include:

1. Icebreakers

Every SILL module begins with an "icebreaker," which is a short, fun activity that facilitates teamwork and helps the participants warm up for the module.

2. Learning Activities

There are multiple activities throughout each training module. The purpose of the activities is to reinforce learning and increase discussion and teamwork.

3. Mini Lectures

Each module has at least one short lecture, usually lasting under 7 minutes. It is important to keep the lectures short to maintain the participants' attention. The PowerPoint slides and Training Handbook contain lecture notes and instructions for the trainers.

4. Problem-Solving Activities

Every SILL Module contains a "problem-solving" activity. The trainer takes participants through the steps to solve problems (provided in the PowerPoint, Module Outline, and Training Handbook), helps them work through relevant problems with the group, and writes their answers on a flip chart. (See the Training Handbook for more information.)

5. Individual Handouts

The handouts, located in the Participant Workbook, include individual assessments, questionnaires, an Action Plan, and a Leadership Profile. Participants complete these handouts after every module.

6. Team Summaries

Every SILL module ends with a "Team Summary," where one team must come to the front of the room and summarize the main points learned in the module.

Videos

A large portion of the SILL training has been recorded to help you better prepare. These videos are located on the SILL website.

Training Materials Checklist

(Digital copies of items listed in **ORANGE** *are provided for you)*

☐ **COMPUTER WITH SPEAKERS**
- ***Description***: The computer will be used for the PowerPoint slides and YouTube videos. The speakers are necessary for the videos.
- ***Quantity***: 1 computer with speakers

☐ **PROJECTOR AND SCREEN**
- ***Description***: They will be used to display the PowerPoint slides and YouTube videos used during the training. The computer must be plugged in to the projector.
- ***Quantity***: 1 projector and 1 screen

☐ **FLIP CHART WITH A STAND**
- ***Description***: The trainers will use the flip chart to record the participants' comments during various activities. The paper also will be used for some group activities.
- ***Quantity***: 1 stand with at least 20 pieces of flip chart paper

☐ **TAPE**
- ***Description***: This will be used for various activities including the Balloon Tower competition and Innovative Idea brainstorming.
- ***Quantity***: 1–2 rolls per table and 1 roll for trainers

☐ **MARKERS**
- ***Description***: They will be used by trainers and participants to record ideas and discussions in various activities.
- ***Quantity***: 1–2 markers per table and at least 1 for the trainers

☐ **BALLOONS**
- ***Description***: The balloons will be used during the Balloon Tower competition in Module 2.
- ***Quantity***: At least 20 per table

☐ **BLANK PAPER**

- ***Description***: Blank paper will be used to create paper airplanes during the Module 2 icebreaker. It can also be used by the participants to take notes.
- ***Quantity***: At least 20 pieces per table

☐ **PENS/PENCILS**

- ***Description***: Make sure all of the trainers and participants have a pen or pencil to take notes.
- ***Quantity***: 1 per person

☐ **POWERPOINT SLIDES**

- ***Description***: The slides will help guide the training. Each slide has information for the trainers in the "notes" section. They are also numbered in the lower right-hand corner.
- ***Quantity***: 1 printed PowerPoint per person

☐ **PARTICIPANT WORKBOOKS**

- ***Description***: This contains all of the handouts the participants need to complete during the training. Each handout is labeled and numbered.
- ***Quantity***: 1 printed workbook for each participant

☐ **MODULE OUTLINES AND TRAINING HANDBOOK**

- ***Description***: The Module Outlines contain concise information for the trainers on how to conduct each module training. The Training Handbook contains lengthier, more extensive information. Use whichever resource works best for you.
- ***Quantity***: 1 printed copy for each trainer

The following items are located in the Supplemental Materials Packet:

☐ **LEADERSHIP SCENARIO CARDS**

- ***Description***: These will be used in Module 1. Print and cut them out before the training. You will give one card to each table during the activity, and each table must have a different card. You do not have to use all of the cards; choose the ones that are the most relevant.
- ***Quantity***: 1 card per table

☐ **PAPER TARGET**

- ***Description***: This will be used for the Paper Airplane activity in Module 2. The target should be printed on white paper and taped to the back of a chair.
- ***Quantity***: 1 target printed on paper

☐ **VALUE CARDS**

- ***Description***: These will be used for the icebreaker activity in Module 3. Print and cut them out before the training. Each table will need 1 full pack of all of the cards.
- ***Quantity***: 1 full pack of cards per table

☐ **PICTURE #1 AND PICTURE #2**

- ***Description***: These will be used for the Drawing a picture activity in Module 4.
- ***Quantity***: Print 1 copy of each picture

☐ **TEAM ACHIEVEMENT AWARD**

- ***Description***: These awards will be given to each table at the end of the training. Print before the training and write in a unique "award" for each team.
- ***Quantity***: 1 award per table

☐ **SILL CERTIFICATE**

- ***Description***: Each participant should receive a certificate with his/her name on it, signed by the trainers.
- ***Quantity***: 1 for each participant

☐ **SCHEDULE**

- ***Description***: The schedule includes time estimates for each module. The trainers should add breaks and lunch into the schedule.
- ***Quantity***: 1 for each participant and trainer

Training Tips

This leadership training may be a novel approach to learning for many of the participants and some of the trainers. This training encourages two-way participation during the sessions: from the trainer to the participants and from the participants to the trainer. For more information and tips, read "Becoming a Trainer." *

1. Using the SILL Curriculum in your Local Context

SILL will be more efficient if trainers use the following strategies, which are highlighted in the **Module Outlines**. Anytime you see one of the following three icons, you should use the corresponding training technique.



Facilitation Skills

In each module, there are places where the trainers are encouraged to facilitate discussion, a strategy that helps the participants better understand the material. The Team Summaries are one example of an activity that should be facilitated. Basic facilitation skills include:

1. Direct the discussion; don't lead it.

   - Encourage participants to voice their ideas
   - Ensure that key messages were heard
   - Encourage discussion
   - Listen carefully to participant input and repeat it for the entire group

2. Ask open-ended questions.

   - Ask, "How will this information help you?" instead of "Can you give me an example?"
   - Ask, "When you say Leadership Styles, what do you mean?" instead of "Tell me what you know about leadership styles."

Adapting the Material to Fit Local Context

Participants will be more engaged if the materials are relevant to their context. Videos, problems, and activities should be reviewed, and trainers should ask: “Will this make sense in our environment?” If the answer is no, then the trainers should adapt or substitute materials.

1. Example of an adaptation
    - If trash on the ground in front of the library is not a problem in your country, the trainer should change the problem to a familiar issue.
2. Example of a substitution
    - If the innovation videos will not make any sense in your country because you do not have escalators, the trainers should research and find videos that will resonate with the participants.

Giving Feedback

There are several times in SILL modules when it is important for the trainer to provide gentle and neutral feedback to the participants so they can reflect on what they have just done and how they might improve or change it. Feedback is needed for:

- Module 2: Developing an Innovative Idea
- Module 3: Writing S.M.A.R.T Goals
- Module 3: Action Plans
- Module 4: Role-Playing

2. Working with Adult Learners

The SILL training will be more effective if trainers use the following techniques for teaching adult learners:

DIALOGUE: Adult learners are more engaged when they are discussing the material. Keep all of the mini-lectures to under 7 minutes. In addition, as suggested in “Becoming a Trainer,” "People learn faster when they actively process information, solve problems, or practice skills."* In SILL training, there are many problems and exercises designed to create this type of learning environment.

ENCOURAGEMENT: Adult learners respond well to a learning environment where they are encouraged to speak and are respected.

SEQUENCE AND REINFORCEMENT: The SILL modules are all sequenced, which contributes to reinforcement of concepts. It is best not to change the sequence of the training.

PRACTICE: This is critical to the ultimate impact of the training. For example, practicing communication skills helps build confidence.

20/40/80 RULE: As suggested in “Becoming a Trainer,” "Adults typically remember 20% of what they hear, 40% of what they hear and see, and 80% of what they hear, see, and do."* The SILL training is designed to provide the learners with all of these experiences.

* *Information obtained from "Becoming a Trainer" by Physicians for Social Responsibility (PSR)*
http://www.psr.org/assets/pdfs/safety-curriculum-module-2.pdf