

CLENEExchange

September 2000

“School ends, but education doesn’t.”

Volume 17, Number 1

President’s Message

by Wendy Ramsey (WRAMSEY@cml.lib.oh.us)

A topic of discussion at the recent ALA conference among those attending our Staff Development discussion group was training and staff development for trainers. We are always striving for ways to bring quality development programs to our internal customers but what have you done for yourself lately? Don’t forget that you have training needs as well as the rest of your staff.

There are many compa-

nies that provide training for trainers. Not a week goes by that I don’t receive several brochures advertising conferences and one-day sessions for a multitude of topics. How can you determine what is worth your attention?

In 1995 I was new to the Staff Development field and began looking for training and networking opportunities that would help me in my job performance. One of the first training

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Check out the CLENE website

(<http://www.ala.org/alaorg/rtables/clene>)



Do you measure what difference your training makes?

by Gail McGovern (gmcgovern@macnexus.org)

The Industrial Society, a British independent, not-for-profit member organization similar to the American Society for Training and Development, published research in October 1999 entitled, “Staying the Course?”

The research is based on a survey of over 2,500 workers, chosen at random, who attended courses provided by a wide number of organizations.

Respondents were asked how the training provided by training and development departments benefited them.

The responses showed:

•over a third of trainees (38%) were never asked by their personnel/training department if the course was useful

•only one third felt training has made a big difference to their performance

•51% said they learned very little as they already knew “most” or “quite a lot” of the content.

•only 16% have had their learning style assessed by their organization

•less than half were supported by their line managers when they wanted to apply their learning in the workplace

Rarely have I worked for a library which spent much time on evaluating the impact of training on job performance. Evaluation forms are usually passed out the day of the training and focus on topics (e.g. trainer performance, value of handouts, room arrangement) which help plan the next similar session.

The few times I have been involved in evaluations done at least 6 months after the

See measure continued on page 8

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programs that I attended was a course on instructional design conducted by Langevin Learning Services

(www.langevin.com).

I have attended several Langevin classes, most recently, The Successful Training Manager held earlier this year and I can't say enough good things about this company. Langevin advertises that they are the world's largest train-the-trainer company. Their instructors are skilled in adult learning principles, class sizes are small, and workshop materials are professionally produced. The course manuals are chock full of useful information and templates that can be used back on the job. Some classes are more intensive three day workshops, other topics can be covered in one day. Recently they began offering some of their manuals for sale as an alternative to attending the workshop. Langevin also has a certification process. After I attended the Successful Training Manager course I had met the requirements

for the Training Manager/Director certification. Any Langevin course that I attend in the future will be discounted by 35%!

Most of us are familiar with the American Society for Training and Development as an organization that is dedicated to those in the training profession. I have found their Info-line publications to be very valuable sources of "just in time" information on a variety of training topics. They are brief and to the point; they contain recommended resources for additional information and always include a job aid for quick review. Recent topics have included how to budget training, storytelling and outsourcing training. After several years of requesting single copy titles, I now have a subscription that provides one new Info-line each month. Visit ASTD's website (www.astd.org) and follow the Info-line link (under Products and Services) for more information.

Another organization that I have found to be a good source of information and networking is the International Society for Performance Improvement (www.ispi.org). In my area the local chapter meets monthly; this provides an inexpensive training opportunity for members and potential members as well as the chance to meet other people working in the field of training and development. Check in your area to see if you have a local chapter.

I hope that you will find these recommendations helpful. I would like to encourage you to share your insights and recommendations with the rest of our CLENE members by writing reviews of conferences/workshops that you attend and submitting them to our newsletter editor at (gmcgovern@macnexus.org). Join the CLENE listserv at the website (www.ala.org/alaorg/rtables/clene) and share your comments there. We look forward to hearing from you!

Fitting ebooks into Your Training Plans

by Curtis R. Rogers (curtis@leo.scsl.state.sc.us)

Since this is such a budding new area for libraries, it is difficult to decide upon not only what training priorities exist, but also how ebooks fit into it all. Even though I have not even received my library's eBook reader, I'm starting to think of what information I need to be aware of for future training sessions.

This resource list will hopefully provide you with enough ammunition to put on an extremely informational and successful training session. You can also let it serve as a basic outline for items to discuss during a general ebook training session or use for topics at individual sessions.

Web Resources:

•Cribsheet on Electronic Books (www.rcls.org/ebookcrib.htm)
This web site, maintained by librarian Jerry Kuntz, presents an organized collection of links to various Web sites relating to ebooks. Sections include reading via web browser, reading on special PC-based software, reading on special portable units, reading on PDA's (personal digital assistant) with special software, Print-on-Demand, and the benefits, drawbacks, and opportunities for public libraries.

•Electronic Book Evaluation Project (www.rrlc.org/ebook/ebookhome.html)
This web site provides useful information about the Rochester, NY area library LSTA-funded eBook evaluation project. The site includes project goals, target population, and links to various readers and related software sites.

•elibrarybook: Library Books for a New Generation (www.elibrarybook.com)
You will find reviews of ebooks on all subjects, written by teachers, librarians, and others working in educational and learning environments.

Electronic Discussion Groups:

•eBooks (www.egroups.com/group/eBooks)
Discussion about eBooks and the web site from BookLocker.com.

•ebookreaders (www.egroups.com/group/ebookreaders)

This group includes discussions about favorite readers, popular authors, and also serves as a discussion forum for The RunningRiver Reader, the Readers' Online Guide to eBooks. Reviews of ebooks are also posted here frequently.

Important Articles:

•*E-Books: I Sing the Book Electric*
[PLA Tech Note: E-Books]
(www.pla.org/technotes/ebooks.html)
Includes a link to the Ten Best Articles about eBooks and ePublishing.

•*The Emerging Role of E-Books*
(www.ljdigital.com/articles/infotech/digitallibraries/digitallibrariesindex.asp)
by Roy Tennant, August 1, 2000. Complete with a very comprehensive list of related links.

E-Book Jargon:

•eBook Glossary (www.ebooknet.com/story.jsp?id=2735)
This glossary of common terms in the eBook industry is great web site for newbies.

Reader specifics and online presentations:

•eRocket User's Guide (www.rocket-ebook.com/eRocket/usersguide.html)
Detailed user's guide to the product that can be downloaded or printed for future reference

•Explore the Features of the Rocket eBook (www.rocket-ebook.com/Products/Tour/index.html)
Brief online tour of the product which would be great to use during brief presentations

•ABCs of Electronic Books (www.rrlc.org/ebook/primer/index.htm)
Very nicely organized online PowerPoint presentation by Susan Gibbons
sgibbons@mcls.rochester.lib.ny.us

see ebooks continued on page 4

As always, be sure to include your library's policies and procedures for Ebook readers. Every staff member involved should be fully aware of what your library's circulation and replacement/late fees are as well as the process for recharging batteries and downloading titles that may have been erased when the reader was in use.

By combining these checklist items or by breaking them into separate training sessions on specific topics relating to eBook readers, your workshop

attendees will leave feeling much more knowledgeable.

Companies/Vendors:

Be sure to include some type of comparison chart for workshop attendees (see sample chart below) decided to purchase certain readers over others. Also, you should keep the comparison chart as up to date as possible since this is such a new area for libraries and may be used by library administrators to make purchasing decisions.

eBook Reader Comparison Chart

	NuvoMedia's Rocket eBook	SoftBook Reader	Franklin's eBookman*
Price	\$199 (Rocket eBook Pro-\$269)	\$699.95 (16MB) \$599.95 (8 MB) 15% educational disc.	\$129.95 (8MB) \$179.95 (backlit/enhanced LCD) \$229.95 (16MB)
Weight	22 oz	2.9 lbs	NA*
Storage	capacity of 4,000 pages (equiv. to 8-10 paperbacks) (Rocket eBook Pro- approx. 16,000 pages)	capacity of 5,000 pages	multimedia card slot allows you to add more memory - up to 64 MB at a time
Battery	20 hours w/ 60% backlight; 40 hours w/out backlight	5 hours	NA*
Viewing area	3 _" x 5 _"; monochrome; 106 dpi	6" x 8"; monochrome; 72 dpi	200 x 240 pixel screen (slightly larger than a PDA)
Delivery of eBooks	Internet and PC	phone line and built-in 33.6 kbps modem	NA*
Extras			Combines ebook reader with functionality of a PDA; Audio book player and MP3 music player; Can record voices and take notes in your natural handwriting; Address and date books.
Contact	NuvoMedia 310 Villa Street Mt. View, CA 94041 (650)-314-1200 (650)-314-1201 fax www.rocket-ebook.com	SoftBook Inc. 900 Island Drive Redwood City, CA 94065 1-800-222-5861 (650)-6321807 fax www.softbook.com	Franklin Electronic Publishers One Franklin Plaza Burlington, NJ 09016-4907 1-800-266-5626 (609)-239-5948 fax www.franklin.com/ebookman/default.asp

* According to a customer service representative at Franklin, the only available information at the time of this article was available at the eBookman web site. The product will be available Fall 2000.

Report from ASTD 2000

by Laura Kimberly (*kimberly@amigos.org*)

I attended the American Society for Training and Development (ASTD) 2000 Conference in Dallas, Texas, May 20-25 with financial support from CLENE.

The very first session in which I participated was, "How to Teach Adults in a Fun & Exciting Way" facilitated by Kermit Boston and Doug Malouf. In this highly participative session, Doug and Kermit not only discussed—with each other and the audience—they demonstrated lively techniques for involving learners in the learning. First, they introduced us to the BFO list, a page with 10 blank lines and a big lightening bolt where learners are to list each "blinding flash of the obvious" (BFO) encountered during the session. This technique gives learners a means of tracking and absorbing the great ideas they encounter at conferences and workshops and in books and web sites. Perhaps you already knew them, perhaps, they are new concepts, perhaps they are obvious, or perhaps you see them in a new context, never the less now you are inspired to write them down and plan to use them.

I attended sessions on a variety of topics ranging from creative training to distance learning, to surveys and assessments.

I carried the BFO technique with me throughout the conference.

My ASTD 2000 BFOs:

BFO #1 The BFO list.

BFO #2 Do your training facilities have square tables only, but you want the interaction encouraged by the round tables? Try this room arrangement.



Learners get more opportunity for eye contact while sitting in a comfortable arrangement for conversation.

BFO #1 and #2 came from the Boston and Malouf session.

BFO #3 One of the most common mistakes in survey and evaluation questions is barreling. Barreled questions ask respondents to rate two or more issues in one question. Example: The presenter was organized and articulate. A more specific approach breaks the question into two separate questions: The presenter was organized. The presenter clearly explained concepts. BFO #3 came from the session, "Tired of Useless Data? Let's Get Prescriptive" presented

by David P. McMurray, Scantron Corporation.

BFO #4 For a trainer, knowing the learners are learning is the difference between training and delivering content. How do you know they know? Build in review activities throughout.

Review points:

- end of each lesson
- half-way through day
- end of the day
- start of next day
- end of the course
- after the course

BFO #5 Review activities, measure skills and knowledge during the session, and provide opportunities for the participants to practice and test their knowledge before they leave. Review activities benefit the learner, the trainer, and the learner's organization.

Learner benefits:

- assess their own progress
- develop learning strategy
- gain confidence
- practice using skills/knowledge in a safe place
- gain sense of accomplishment

Trainer benefits:

- adjust pacing
- adjust approach
- assess strengths and weaknesses in materials
- provides a chance to recover

Organization benefits:

- evaluate if they got what they paid for
- assess transfer of training
- identify additional training needs

see ASTD continued on page 6

BFO #4 and BFO #5 came from, “Knowing the Know” lead by Catherine Mattiske of The Performance Company.

BFO #6 Are you attending conference exhibits to learn about new products and services? Do you have a plan? ASTD provided all participants with the “Expo Tool: A Quick Guide for Navigating the Training Supplier Landscape.”

Questions to ask included:

- How long has your company been in business under the current name?
- Describe your principal product or service in terms my boss would understand.
- What usability testing or focus group research have you done on this product?
- How do you expect your service to change within the next six months?

BFO #7 You have heard the figure, it takes 15 hours per class hour to develop a training session. How accurate is that? The level of effort—low, medium, or high—in three basic categories: who, what, and how, influence design time. Evaluate the effect of these factors on the time estimate. The level of effort—low, medium, or high—in three basic categories: who, what, and how, influence design time. Evaluate effects of these factors on time estimates.

Who

- knowledge of instructional design
- knowledge of subject matter
- variation in knowledge level of learners
- designer/client track records

What

- number of lessons or topics
- elements included in the materials (participant materials only, or instructor guide and student materials, or overheads and job aids)
- expectations for packaging
- what is considered final

How

- needs assessment extent and methods
- number of people involved (decision-makers, designers, clients, etc.)
- degree of interactivity

BFO #7 comes from “Estimating Training Development Time” by Brooke Broadbent, e-LearningHub.com.

BFO #8 According to Brandon Hall, researcher, speaker, and writer on e-learning, only 8% of training is currently online. That figure is lower than current hype leads us to expect. Electronic learning is limited by bandwidth, cost, quality of learning, and a continuing desire for live instructors. Brandon Hall’s presentation, “The Future of Online Learning” produced BFO #8. More information on his research is available at www.brandon-hall.com.

BFO #9 People remember beginnings and endings, therefore as trainers, we need to create more beginnings and endings by chunking content in to fifteen-minute intervals. Use the CPR concept—content, participation, and review—to build chunks into whole lessons. I learned the technique in BFO #9 from Dave Arch of the Bob Pike Group in the session,

“Creative Training Techniques for Web-Based Training.”

Focusing on synchronous interaction, Dave adapted basic instructional design techniques to online learning. The Bob Pike Group Web site, www.bobpikegroup.com is a good source of many creative training techniques.

BFO #10 Many personnel and training policies are still based on the values of the generation born before 1946.

What do people now say they want from their work?

- 60% desire more free time over more money
- 60% are more concerned about their family and personal lives than with work issues
- training and educational opportunities are a greater influence than money in encouraging longevity with an employer
- more than 80% of employees define company loyalty as contribution rather than longevity

Lisa Gillamore, corporate trainer for Sealy, Inc. and Eric Chester of Generation Why, presented the research and conclusions of BFO #9 and BFO #10 in “Talkin’ Bout My Generation: Training the Generation Called X” and “Generation Why: Training & Developing the New Labor Force.”

You can get more information about these and other sessions at the ASTD conference from www.astd.org.

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Book Review



One-On-One Training : How to Effectively Train One Person at a Time by Bob Pike, Lynn Solem, and Dave Arch. Jossey-Bass Publishers, 1999.

The authors draw on more than a combined 85 years of training experience and training over 60,000 trainers. They stress the benefits of this less intimidating and easier to customize method of training.

You'll find steps and practical tips for designing a one-on-one training session and ways to measure the effectiveness and the usefulness of the approach.

Also presented are the best approaches for maximizing retention. Sample activities which can be incorporated into the delivery of material to maximize learning and retention are included.

The CLENEExchange is always looking for book review. E-mail your review to Gail McGovern at gmcgovern@macnexus.org

session, the results were incredibly valuable for doing training planning.

The Industrial Society report prompted me to write this article as a stimulus to you readers to reexamine your library's annual training plan to see if you have:

- assessed the learning style of your employees (see <http://silcon.com/~scmiller/lswweb/dvclearn.htm> for an online Learning Style Survey)

- learning plans* for employees

- learning contracts which include line manager buy in

*In case you are unfamiliar with learning plans, here's an overview about them.

Learning plans are a means to negotiate between the employer's needs and expectations and the employee's internal needs and interests.

Objectives are made clear and explicit for both employee and supervisor.

The benefits of using a learning plan are:

- gives an employee a way to participate in the process of diagnosing needs, formulating objectives, identifying resources, choosing

strategies, and evaluating accomplishments.

- there is a greater chance that a sense of ownership and commitment to the learning plan will result

- a learning plan is always open to renegotiation giving flexibility to both employee and supervisor

If you haven't seen learning plan, here is a sample.

Sample Learning Plan

Employee Name:
Date:

1. Learning Objectives (what do you want to accomplish)

2. Strategies (how each objective is to be achieved - include target completion dates)

3. Evaluation (how will you show to what degree each objective has been achieved)

4. Verification of Evidence [how evidence will be judged, e.g. rating scales, evaluative reports]

5. I agree to carry out the above learning plan.

Employee Signature

6. I agree to provide support and review as detailed below: [supervisor fills in specific support activities]

Supervisor Signature