

# CLENEExchange

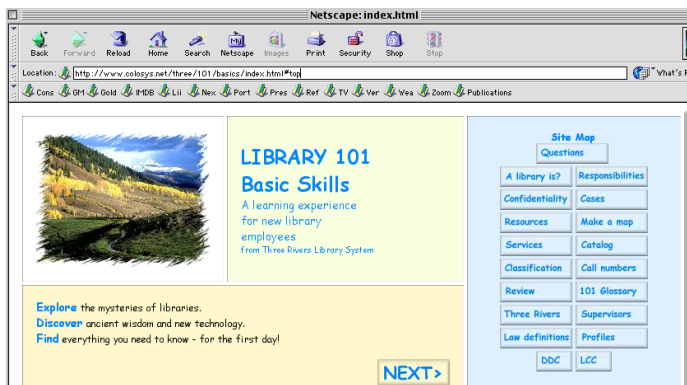
June 2002

“School ends, but education doesn’t.”

Volume 18, Number 4

## Online Staff Training

by Gail McGovern (gmcgovern@macnexus.org)



Three Rivers Library System, Glenwood Springs, CO  
<http://www.colosys.net/three/101/basics/index.html#top>

Since so many CLENE members are looking for ways to provide low cost staff training, I put together a list of library sites where you can find online tutorials and virtual tours specifically designed to help library staff.

The Three Rivers Library System in Glenwood Springs, CO, provides certificates of completion for their employees who complete the Basic Skills module shown above. The module is designed for new

employees.

A course in collection development prepared for small, rural libraries by the Arizona State Library is at [www.dlapr.lib.az.us/cdt/index.html](http://www.dlapr.lib.az.us/cdt/index.html)

The Nebraska Library Commission offers STAR: Statewide Training for Accurate Reference, an online training manual for continuing staff development at [www.nlc.state.ne.us/ref/star/contents.html](http://www.nlc.state.ne.us/ref/star/contents.html)

For book repair, see the Dartmouth College Preservation Services site at [www.dartmouth.edu/~preserve/repair/html/acknowledge.htm](http://www.dartmouth.edu/~preserve/repair/html/acknowledge.htm)

For reference staff who use PubMed, there is a tutorial at

*See Online Training continued on page 2*

## Together We Succeed

by Theresa Jehlik (tjehlik@omaha.lib.ne.us)

The Omaha Public Library (OPL) has held an annual Staff Day the last Friday in April since 1995. We’ve traditionally had a three-hour morning speaker and two to four afternoon speakers. The morning speaker has concentrated on general topics such as customer service, stress management, a balanced life or communication. We always hope that our staff from the van drivers to the director find something relevant in the presentation.

Planning Staff Day is rotated among our nine branches and the six departments at Main Library. The location’s manager chairs the committee. I serve as the committee’s Administrative Team liaison each year. The location hosting the event can ask people from across the system to serve on its committee or use only its agency’s staff.

The 2002 Staff Day was hosted by Swanson Branch (Omaha is the original home of Swanson TV Dinners). The staff wanted a morning program that was more interactive and touched on problems at the Omaha Public Library. Our preliminary discussions kept coming back to the adversarial, often knee-jerk, reactions and attitudes between various staff groups within the library. No group felt that any other group really understood them. Many interactions between groups were tinged with defensiveness. Some interactions were barely civil and backed by years of not always hidden hostility.

The Staff Day committee really struggled with this topic. As we felt our way through this issue, one member said “Are we really sure that we want to tackle this problem?” It was a hesitant “yes” at best to forge ahead with the “us vs. them” situation. As a starting point, I agreed to query the CLENERT listserv to see what other libraries had done with this subject.

Seana Vece at Johnson County (KS) Library suggested that we use a subtle angle and teambuilding activities. Mary Ross at Seattle Public Library wrote that her library’s 2002 Staff Day would focus on community building as the positive outcome that enables staff at all levels to move beyond their “us vs. them” postures. Jasmine Posey at the Greenwich Library (CT) suggested a positive attitude for all interactions. Gail McGovern mentioned dynamic listening skills and the ability to “understand and respect other people and their values in

*See Together continued on page 7*

### Inside this issue:

Customer Satisfaction.....2

One Trainer’s Transition.....3

Online Training Tips.....4

CLENE Publications.....6

ALA Annual Schedule.....8

CLENExchange is the official publication of the Continuing Library Education Network and Exchange Round Table (CLENERT) of the American Library Association.

It is distributed free to members of CLENERT and is published quarterly in September, December, March and June.

Editor: Gail McGovern

CLENERT Officers

President:

Kathy Schalk-Greene

Secretary:

Gina Persichini

ALA Staff Liaison:

Lorelle Swader

Website:

[www.ala.org/alaorg/rtables/clene/](http://www.ala.org/alaorg/rtables/clene/)

Subscription rates:

4 issues per year

U.S. and Canada

\$20 a year

Outside the U.S. and Canada

\$25 a year.

Questions regarding the CLENExchange content should be sent to:

Gail McGovern

906 Q Street

Sacramento, CA 95814

Fax: 916-446-2411

[gmcgovern@macnexus.org](mailto:gmcgovern@macnexus.org)

Subscription related questions (e.g. missing issues, address change) should be sent to:

Lorelle Swader

ALA/CLENERT

50 E. Huron Street

Chicago, IL 60611

Fax: 312-280-3256

### *Online Training continued from page 1*

[www.nlm.nih.gov/bsd/pubmed\\_tutorial/m1001.html](http://www.nlm.nih.gov/bsd/pubmed_tutorial/m1001.html)

For school library staff, the San Mateo County Office of Education (CA) has online lessons in selecting, ordering and weeding materials at [www.smcoe.k12.ca.us/smerc/lib\\_training/](http://www.smcoe.k12.ca.us/smerc/lib_training/)

Another invaluable source of online information on everything you always wanted to know about training is the CLENE Discussion List.

CLENE members share a wealth of information and experiences FREE. If you are not yet on the list, here's how to sign up:

1. Send an email message to: [listproc@ala.org](mailto:listproc@ala.org)

2. Leave the subject line blank.

3. In the body of the message type: subscribe CLENERT [YourFirstName] [YourLastName]

4. Afterwards, you should receive a standard welcome message (SAVE THIS MESSAGE FOR FUTURE REFERENCE).

5. To post messages to the discussion list, send an email to: [CLENERT@ala.org](mailto:CLENERT@ala.org)

**Visit  
the  
CLENE  
booth  
#3461  
at Atlanta**

## **Keys to Customer Satisfaction**

by Jasmine Posey ([jposey@greenwich.lib.ct.us](mailto:jposey@greenwich.lib.ct.us))

The Greenwich Library hired Cyndi Walsh and Jim Desena of Wilson Learning/McCourt Associates to facilitate the workshop "Discovering Keys to Customer Satisfaction" at our 2001 Annual Staff Retreat.

### **Learning Modules included:**

1. What is already working for us and why? This upfront module used group-processing techniques to set the stage for sharing best practices and refining customer service skills.
2. Discovering the Opportunities in Customer Satisfaction The concept of Signature Service was presented as a way to create the library's own brand of service by adapting and personalizing it to the unique needs of the patrons.
3. Managing Myself Participants learned self-management techniques through role-playing and small group exercises with emphasis on handling stressful, complex or difficult customer situations.

Staff received a participant guide at the workshop in which they kept track of the various exercises.

As a result of completing the workshop participants:

- Reflected on how their role connects to the Greenwich Library Mission.
- Discussed how to ready themselves as learners to build upon existing skills, knowledge, attitudes and abilities for continuous improvement, and
- Gained a new perspective on the value of providing personalized customer service and a way to confirm they have met customer expectations.
- Learned what it takes to create their own personal brand of service.
- Had an opportunity to reflect upon existing skills, set developmental targets and practice new skills in small and large group settings.
- Learned self-management skills that will reduce their level of stress and frustration.
- Have an action plan for applying skills on the job.

### **Follow-up**

- Lending Services Team has developed a program including a bookmark to help patrons manage their own library record.
- Staff are re-evaluating patron interactions.
- Cyndi Walsh will facilitate a followup meeting to discuss team-specific modules with the coaches.
- Service Dimensions Inventory Feedback booklets will be distributed for team specific sessions.

# One Trainer's Transition: An Interview with Mary Moore

by Mary Bucher Ross ([mary.ross@spl.org](mailto:mary.ross@spl.org))

"CLENE has always been my ALA home," she said fondly, reminiscing about the early days before CLENE was even a part of ALA. For Mary Y. Moore, involvement in CLENE was a safe way to get to know the complex ALA structure, and a network in which she could share her passion for training and staff development.

Mary has been a member of CLENE since 1983. She has served the round table in many ways—as president, membership chair, and member of the Board for two terms. In addition to her CLENE responsibilities, Mary was chair of the ALA Committee on Education and served on the steering committees for both the first and second Congress on Professional Education (COPE).

Mary's long career in training began at the Washington State Library in 1983. Prior to that she had been the director of a five-county library system in Montana. During her 18 years at WSL, she created the library staff training and development program. One of her first efforts as Head of Library Development was to determine how to create a library continuing education program in Washington State. As part of this effort, she hired Nancy Bolt and Sandy Stefan to develop a survey. She referred to Sandy, who recruited Mary for CLENE, as a "trainer's trainer," a person who embodies the best qualities of a CE professional.

Mary's transition (and transformation) began with her resignation from the Washington State Library in November 2001, to pursue an independent career in training, facilitation, and consulting. In her opinion, this trio of skills is the foundation for providing effective staff and organizational development. She is a firm believer in the trainer's role as facilitator of learning, the guide to "help people find their own answers."

Her current work includes numerous opportunities to use the wide range of skills gained through her years of experience. She is providing a range of services to a group of library leaders in Skagit County, Washington, an area north of Seattle where all of the public libraries are independent and none is part of a cooperative or consortium. Their work together is focused on strategic planning for a public mandate for county-wide library service. Recently, she facilitated a retreat for the Association of Pennsylvania Public Library Systems. Specific outcomes were a vision, draft mission statements, and an action plan for orienting new library system directors. Soon she will present a workshop on "marketing on a shoestring" for small libraries in the state of Arizona.

In this new role as independent contractor, Mary emphasized that you must be willing to constantly market yourself. You must be a shameless, but honest, self-promoter, able to talk about your skills and what you can deliver to the client.

Here is her practical advice for others who want to pursue a similar career path:

- Write a business plan.
- Determine your level of comfort with financial risk and the amount of money that you will need to make.
- Do an accurate and honest assessment of the services and products that you can deliver well.
- Be opportunistic. Take advantage of chance encounters and keep your business cards handy. Follow up with potential clients, even if you don't hear back immediately.
- In marketing yourself, figure out what works well—business cards, brochures, Web site, attending library conferences, personal contacts—and ensure that all of these efforts project professionalism.
- Maintain constant two-way communication with clients. Remind them of other services that you can provide, so that one job leads naturally to more work.
- Be realistic about your pricing structure. You need to be well informed about taxes and the expenses that can be written off as deductions.
- Don't take it personally! The rejection of a proposal may be an indication of lack of match between your skills and what the client needs. Or, the client is not yet ready to implement the work.
- Keep learning and refreshing your skills.

Mary is pleased with her current balance of involvement in training and consulting, her garden, her church, and her exercise program. She said that one of the best things about "retirement" is the fact that you can wear comfortable clothes and shoes. The stresses and strains of working in a bureaucratic and highly political environment are gone and she is free to do what she wants when she wants to do it. The travel required for her current training and consulting work takes its toll but she is building up her stamina and strength by working at the local YMCA three times per week.

One of Mary's strengths is her ability to choose training and facilitation tools best suited to the situation and the audience. To do this, she draws on a wide range of techniques and skills learned in workshops and seminars that she has attended. The approaches that she values most in her current work are:

- Facilitation techniques developed by the Institute of Cultural Affairs ([www.icaworld.org](http://www.icaworld.org)).
- An Accelerated Learning workshop taught by Dave Meier ([www.alcenter.com](http://www.alcenter.com)).
- Dynamic Facilitation techniques developed by Jim Rough ([www.tobe.net](http://www.tobe.net))
- Achieve Global (formerly Zenger-Miller) training and facilitation skills ([www.achievetglobal.com](http://www.achievetglobal.com)).

*See Transition continued on page 6*

# Tips for Conducting Training on Online Resources

by Sallee Weston ([sallee@leo.scsl.state.sc.us](mailto:sallee@leo.scsl.state.sc.us))



South Carolina's Virtual Library

DISCUS—South Carolina's Virtual Library (<http://www.state.sc.us/scsl/discus>) provides all South Carolinians with equitable access to an electronic library of essential information sources. DISCUS Training Coordinator, Sallee Weston, offers the following guidelines for librarians and media specialists.

## **Preparation:**

There's nothing like a sudden performance when you have not practiced or become familiar with the materials to make you a success, right? Of course not! To feel your best about training, especially if this is a new role, you must be prepared. Here are a few tips to get ready for your event, mentally and physically.

- **Start Early!** Your faculty, staff, students, or patrons are going to invest their time in attending your training event, so even if it is only a few hours, they will expect a good return on their investment! This means that you must devote several hours to know the subject, select a setting, advertise the event, register attendance, provide handout materials, and evaluate the performance. Having a month lead-time is best for both the trainer to prepare and the attendees to make arrangements to be available to attend.
- **What's the Point?** Before getting into the details of choosing examples and drafting handouts, determine your course objectives for the training event. This is the focus of what you need to cover and why, how you will address it, who you will be training, and what the expected benefits (ie. new skills) should be for someone attending the event.
- **Practice Your Presentation!** If you aren't comfortable talking to a group, test out your presentation style by talking to a willing co-worker, friends or family about the major elements you want to include in your training event. Let them give you feedback on your style and content.
- **Practice Your Searches!** Unless you like surprises, including a search response with no matching results, tailor your examples to show the strong points of the online resources you will be describing. Remember that dynamic online resources can change rapidly, so don't lose your calm demeanor if your search results change, despite your practicing the example only one hour before the training session! Use 'real world' examples to illustrate appropriate use and to show how learning will be applied. Don't dwell on strange, out of the ordinary content just for shock value.
- **Make a Backup Plan!** Online resources can present surprises, including a sudden loss of access for no apparent reason. In order to use the time you've carefully garnered for your attendees, plan an electronic slideshow (such as MS PowerPoint) with screen shots from the databases, overhead transparencies, or detailed handouts, which may include a printout of your PowerPoint. This way you can still have a valuable event: discuss content, search options, search strategies, and other topics for the best results with your participants.
- **Practice, Practice, Practice!** Growing more familiar with the online resources will help you will find interesting features to describe and to use. It will also make you feel more comfortable which will put your audience at ease.
- **REMEMBER: The 6 P's! Proper Prior Planning Prevents Poor Performance!!!** –unknown

## **Handouts and Materials:**

When you attend a performance of visual arts, you often are given a program or playbill. There are several reasons for this handout. It promotes the event, cites sources, recognizes contributors, leads you through the performance, provides context or background information, describes the performers and the action, connects events logically or sequentially, and becomes a souvenir of the experience to keep the performance fresh with you after the action has ended.

- **Navigate:** Make a pathway; list the steps for conducting a search from start to finish.
- **Purpose and Meaning:** Explain why some research is more successful when performed using certain features or search options.
- **Setting the Stage:** Review all menu locations and options in each stage of the search and explain how to find Help.
- **The Plot Thickens:** Start simple and work toward more complex searches to create a logical progression. Compare the results of various search attempts and discuss search strategies: Why use this resource? What resource and search option is most appropriate for this kind of topic?
- **Give Credit Where Credit is Due:** Use screen shots to provide visual cues for search options and page layouts and repeat the names of the resources and providers.

*See Tips continued on page 5*

- **Keepsake:** Properly constructed, handouts can be great future reference tools!
- **Role Reversal:** Review the handout materials and create a script for yourself to follow if you get distracted by questions or interruptions. Keep your objectives in mind.

**Room Layout:**

A major part of the training experience is the setting in which the event is to take place. Elements that seem minor can play a big role in how conducive the environment is to learning: temperature, lighting, color, background noise, space, and seating.

- **Temperature:** If the room is too hot or cold, this can be uncomfortable or distracting. It is sometimes better to have the room a bit cool as warm air can cause drowsiness. Suggest that attendees bring a light sweater even in summer if your training location tends to be too cool.
- **Lighting/Color:** Remember that the only part of the room that needs to be darkened is the projector screen, if used. People need light to see handouts and take notes. A bright color paint in the room helps to create an inviting atmosphere.
- **Sound/Noise:** Can the speaker or trainer be heard by everyone in the room? If there is noise from heating/cooling systems consider a lapel or lavalier microphone or other amplification so that instruction can be heard.
- **Space:** Sometimes sessions fill and people must share a PC. Make sure each person has a comfortable seat, some tabletop surface to place handouts and to take notes, and adequate walking space around the chairs, tables, aisles, etc.
- **Seating:** Have all attendees face the same direction. Plan to have a room arranged so the trainer can make eye contact with attendees. This makes a big difference in being able to ‘connect’ to your audience. If possible, have a helper who can assist attendees with computer problems so the class can move through minor incidents without losing valuable time.

**Time Allotment and Pacing Yourself:**

Some presenters report that “... the brain cannot absorb more than the seat can tolerate.” For the most part, you will be training people that are usually very busy and physically active during the day. They are not accustomed to sitting still in a (sometimes darkened) room listening to one speaker for hours on end. Successful learning is active, so you must involve your audience as well as provide mental and physical breaks. These breaks are also useful for resting and recharging a trainer!

- **Be on Time:** Start on time and, especially important, finish on time! Respect the fact that your attendees may be on a tight schedule and stick to the advertised time boundaries.
- **Give an Overview:** Most training sessions cannot address every aspect of resource options or every topic that can be explored. Choose examples carefully according to your objectives to examine the major components of the resource and to show your audience why the resource is useful. You can’t talk about everything in a few hours time, and even if you did—this would be overwhelming!
- **Don’t Rush:** Remember that people need time to listen, act, and absorb the instruction. You don’t need to fill every second with the sound of your voice. Allow silent pauses for thought and learning.
- **Always Provide Practice Time:** Since this may be the only opportunity that the participants will have away from their workplace distractions to explore these resources in depth, don’t steal time from this vital piece of learning. Have prepared questions and sample answer pathways to stimulate this activity so they can practice specific skills which you wish them to learn. Planning for 30 minutes for independent practice is not too much for a session that lasts two hours or longer.
- **Any questions?:** In choosing how to fill your time allotment be aware that questions will arise. This shows that people are serious about learning and are taking an active role. To encourage this participation, ask for questions at appropriate intervals.
- **Take Breaks!** A good rule of thumb is allowing a ten-fifteen minute break for any training segment that is longer than two hours.

**Speaking to a Group:**

Consider what type of speaker appeals to you when attending training. Some basic tenants to follow:

- **Speak clearly:** If participants cannot understand what you are saying because you are talking too softly or too fast, then they certainly cannot receive your message or instruction. Try not to wear large or noise producing jewelry if using a microphone as that can garble the sound. Avoid using technical jargon or explain what you mean. You are here to communicate, not to express your vocabulary skills.

*Tips continued from page 5*

- **Don't Block the Message:** If you are using a computer with a projected image on a screen, try not to walk in front of the image to point to a section with your hands. This creates glare and prevents attendees from seeing the image clearly. Use your mouse arrow as a pointer or a laser pointer/pen for a more polished presentation.
- **Stay Put!:** Be aware of movement and gestures. You certainly should move about as needed to see around your computer or to be seen when demonstrating a handout or flip chart, etc. Try not to wander around the room while speaking to a group as this is distracting and divides attendees' attention from the subject matter.
- **Share Your Enthusiasm!:** Certainly if you recognize the need for training on these resources, it is because you personally find it valuable. Your enthusiasm to extend learning to others will be reflected in an energetic dialogue with participants.
- **Be Relaxed but Respectful!:** They want to see you succeed! Make the atmosphere inviting so they can voice questions or make comments. Be careful with humor as you don't want to tease or discourage someone who is moving more slowly or seems uncomfortable with the material or the medium (ie. using a computer).
- **Follow the Leader:** After demonstrating several methods of searching with a variety of topics or terms, build confidence with a group exercise. By allowing the participants to lead you in a search, they will internalize the strategy and process of navigating.
- **Any questions?:** Repeat a question for all to hear and then respond. If you aren't sure of the answer, get an email address or telephone number so you can check on the issue and follow up after class.

**Evaluation:**

How can you tell if all this effort was successful? Apart from some verbal comments that you may receive from a few people, your main source of feedback is an evaluation form. Ask questions on your evaluation form that address your course objectives so that you can see if they have received the instruction you intended to give and if it has produced the desired training result. Ask them to list two or three new techniques or skills that they learned.

Let attendees place their comments in context by including questions that ask: their environment (institution type), prior level of expertise before the class, and what they plan to do differently as a result of attending the training.

You have made an investment of your time in conducting the training; the attendees have made an investment of their time by coming to the workshop. Evaluations prove that successful training is a worthy investment that will reap great rewards.

*Transition continued from page 3*

## **CLENE PUBLICATIONS AVAILABLE FOR SALE**

<b>Program Planning</b>	<b>\$15.00</b>
<b>Workshop Evaluation</b>	<b>\$ 6.00</b>
<b>A Focus Group Interview Manual</b>	<b>\$10.00</b>
<b>Children's Services Self Assessment</b>	<b>\$11.00</b>

**To order, contact:**

Lorelle Swader  
ALA/CLENERT  
50 E. Huron Street  
Chicago, IL 60611  
Fax: 312-280-3256  
E-mail: lswader@ala.org



*Isn't it obvious that Mary Moore is enjoying her transition?*

*She can be reached at  
mymtrain@attbi.com*

When I asked Mary to articulate what she sees as trends in library continuing education, she paused only briefly before she said that she thinks the most important improvement is employer acceptance of the reality that ongoing training and development of staff is critical for the organization's success. Another reality is acceptance of the limitations of Web-based distance learning. Rather than the single solution, WBT is now viewed as one of several learning mechanisms. The key is determining when to use WBT or face-to-face instruction, or a combination of the two.

As an independent consultant, Mary is still keeping current with library CE trends, trying out new approaches in facilitation, and sharing her passion for training and development with a wider audience than ever before.

relationship to your own” to help staff work together more effectively. Pat Wagner suggested that we think about what polarizes particular groups and what would be the consequences for taking on these issues. Pat also mentioned that staff needs must be followed through at the management level. All staff should learn the management responses and action steps via e-mail.

After sharing these ideas with the Swanson staff, everyone unanimously agreed that we must use a positive approach to the “us vs. them” problem. Our theme became “Together We Succeed.” One staff member found a colorful “Together We Succeed” pin (mounted on a nice card with a thank you poem) in a Positive Promotions catalog. We gave all staff members one in their registration packets.

The committee hired Sharon Wiseman (Wiseman Consulting, Prospect Heights, IL) as our morning speaker/facilitator. She, Marsha Greenhill (Swanson’s manager), and I worked closely together through a series of conference calls to create “Together We Can Do Almost Anything...If We Don’t Drive Each Other Crazy First!” The three-hour program included two small group exercises and reports to the entire staff.

Staff seated themselves at round tables the morning of April 26th. OPL has had enough Staff Days and in-house transfers that our staff mingles fairly well at this point. Sharon opened the program talking about the need to acknowledge our successes and to mourn our missed opportunities and losses. Too often we complete a project or suffer a loss and just rush on to the next thing that has to be done. We need to make the time to experience closure.

After laying a few ground rules (Respect Each Other, Suffering is Optional, Be Open, etc.), Sharon asked everyone to share any successes in the last three years with the others at their table. Each table was to appoint someone as a scribe and someone as a reporter. The scribe compiled a written record while the reporter gave an oral account to the entire staff. It was encouraging to see reporters from all staff levels—managers or administrators gave very few reports. After the staff reporters read their group’s successes, Sharon collected and read aloud the missed opportunities/losses reports. As a neutral party, Sharon’s recounting was more widely accepted by OPL staff. People were surprised that what one staff member perceived as a success was a missed opportunity or loss for another staff member.

After a break, the staff reconvened in their branch or department work group. Each group was asked to discuss what they do well (including what and how they need to be recognized), what do we need to know from others (as well as what others need to know from us) and what stresses us (as well as what do we do that stresses others). It was emphasized that people should be thinking as a group, not as individuals within the branch or department. After 30 minutes of lively discussion, each group was asked to report to the entire staff. Reporters were asked to discuss one of the topics (successes/recognition, information needs or stresses) with all staff. We were surprised

that only one or two groups picked stresses. Most groups were eager to share their successes and how to recognize them or tried to relay what information they needed to hear from or get from others.

Sharon then handed the group reports to an Administrative Team member emphasizing the need to hear and act upon the staff information. Each staff member was given a handout package that included “taking care of yourself” tips and resources, healthy humor resources, a chapter on how to become a courageous person, active listening guidelines, Peter Senge’s Ladder of Inference, four strategies for attacking stress (organize yourself, change the scene, change your mind and body building) and an Action Step worksheet. Sharon ended her program with a joke stating that if you’re feeling no stress, you’re probably the family dog.

Sharon felt that it was a good crowd—nearly everyone listened and participated. The handful of malcontents didn’t bother her. I was pleased there was no open hostility during her presentation—very few people snuck out for extended smoking or bathroom breaks. 137 staff members attended the 2002 event. 107 filled out evaluations (78% return rate). Staff reactions ranged from three people who hated her (1) to 22 (5) people who thought she was wonderful. 69 people gave her either a 3 (23) or 4 (46) on our 5-point scale. Her overall rating was 3.7 out of 5.

Staff comments included:

- Moved right along. Writing our successes & concerns was very cathartic – But who will listen?
- She was fine. I wish she had covered more of the elements in her handout instead of chewing up time on “student reports”
- She gave us time for the staff to communicate with each [other] & didn’t just talk about how to be a team
- Good to have staff participation; maybe too “warm & fuzzy” for the guys & the cynical element of the group; some would never be pleased, no matter what
- Don’t like participation in groups; prefer a humorous speaker
- Too much time spent in reporting – would have been better to have facilitated small groups – need longer program
- Usually these presentations are geared towards librarians – but this was for everyone

As the comments indicate, we still have work to do. Some people weren’t willing to participate and some didn’t want to hear what others had to say. One staff member felt that we didn’t get our money’s worth because the staff did all the work and the speaker didn’t talk for three hours. Others felt that the administration wouldn’t act on the spoken concerns. Although one morning won’t solve all our problems, the program was a step forward in the communication process at the Omaha Public Library. Mary Ross, Seattle Public Library, said it well, “Our challenge is in preparing staff to come together with open minds, ready to think and learn together, and to recognize their individual responsibilities in the bigger picture.”

# CLENEvents at ALA 2002 in Atlanta

Friday, June 14, 7:00 – 9:00 PM, Holiday Inn Downtown - Dogwood

## **CLENE Reception**

Join CLENE members to kick-off ALA's Annual Conference with free food and a sneak preview of our interactive training games program, MORE GOOD CLENE FUN. Come early, mingle, stay late, and who knows ... maybe you'll win our fabulous raffle!

Saturday, June 15, 9:30 AM – 12:30 PM, Renaissance Hotel - Atlanta C

## **CLENE Board Meeting**

Thrill at the inner workings of an ALA Round Table! Leap to new career heights with valuable contacts! Build your national reputation and credentials! Experience way cool meeting techniques!



Sunday, June 16, 10:30 AM – 12:00 PM

Westin Peachtree Plaza - International B/C

## **MORE Good CLENE Fun**

Back by popular demand, an all-new, fresh set of games designed to energize team meetings, staff development sessions or computer training workshops. Move through several quick, highly interactive round table sessions and see a variety of methods demonstrated. Presented by members of CLENE: ALA's Continuing Library Education Network and Exchange Roundtable.

Monday, June 17, 2:00 - 4:00 PM, Georgia World Congress Center B212

## **Staff Development Discussion Group: Adventures in E-Learning**

Adventures in E-Learning Land will be the kick-off topic of CLENE's informal idea exchange on staff development techniques and issues. Come early and stay for the raffle at the end of the program; it's a great energizer for those new to staff development as well as those who've been doing it for years!

Saturday - Monday, June 15-17, 9:00 AM - 5:00 PM; Tuesday, June 18, 9:00 AM - 4:00 PM, Georgia World Congress Center, Exhibit Hall, booth #3461

## **CLENE booth #3461**

Get more information about CLENE programs, publications and leadership opportunities.

---

---

CLENExchange

906 Q Street

Sacramento, CA 95814-6416



ALA ANNUAL CONFERENCE

June 13-19, 2002