

# CLENEExchange

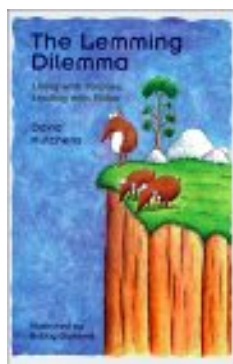
June 2003

“School ends, but education doesn’t.”

Volume 19, Number 4

## CLENE Program at ALA Annual in Toronto

If you will be in Toronto for the ALA Annual, don’t miss CLENE’s fascinating program, Myth-Understanding: Increasing Training Effectiveness Through Use of Stories. It is scheduled for 10:30 a.m., Sunday, June 22 at the Toronto Convention Centre, Room 717A/B



The featured speaker, David Hutchens, will illustrate how to create new awareness and initiate a rich discussion about using organizational learning principles with your staff.

Hutchens introduced a series of books called The Learning Fables in 1998. The *Lemming Dilemma*, shown at right, “explores the learning discipline of personal mastery—a deep, ongoing process of self-awareness that enables individuals to imagine new possibilities that create value for the organization.”

Emmy the lemming rejects the purpose her organization imposes upon her (to jump off the cliff!) and instead explores a new set of powerful questions: Who am I? Why am I here? What is it I am meant to create?” Hutchens describes his books as presenting “different aspects of organizational learning through story telling, humor and even (gasp) talking animals.”

His highly practical, engaging and fun presentation will give you:

- An awareness of why stories and metaphors are so powerful... and how they influence the ways we experience our world.
- Different forms of stories and metaphors, and how they can be applied in organizations.
- Five simple principles for selecting, developing and communicating stories in a focused, strategic way.

## Staff Day Ideas

by Theresa Jehlik, Training and Staff Development Coordinator, Omaha Public Library ([tjehlik@omaha.lib.ne.us](mailto:tjehlik@omaha.lib.ne.us))

Last August I asked CLENERT Discussion List members if they could recommend any ideas or activities to incorporate the FISH! video into a Staff Day program. I received some very detailed responses that I summarized for the list in August 2002. If you wish to see those responses, go to the CLENERT archives (<http://lp-web.ala.org:8000/guest/archives/CLENERT>), type “fish” in the keyword(s): textbox and click log0208/msg00018.html next to 169 and above [CLENERT:300] Activities with the FISH! Video (Response Summary).

Other ideas on Staff Day’s purpose, themes, activities, giveaways and helpful hints were generously shared. After sharing our colleagues’ collective wisdom, I’ll tell you what the Omaha Public Library did for their 2003 Staff Day on April 25th.

Most agree that a Staff Day’s purpose and underlying goals are to:

- Gather one day a year so the staff can see how big the library or system staff really is.
- Give staff a chance to meet, put a face with a voice and visit with previous co-workers.
- Have a “big picture” person as a keynote speaker to inspire staff and take them out of their everyday jobs.

I regularly field questions from staff members who feel that our Staff Day program doesn’t address his or her personal development needs. I remind the person of the day’s underlying goals. I then add that it would be virtually impossible to find a single program to address the staff development needs of 150 different individuals. This year, we included a sheet in the Omaha Staff Day packet that listed the day’s underlying goals. The evaluations did not include any of the usual “what does this have to do with staff development” comments.

The FISH! philosophy is currently the most popular

*See Staff Days continued on page 2*

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*Staff Days continued from page 5*

theme. It's four tenets –

Play, Make Their Day, Be There and Choose Your Attitude – are the customer service basics wrapped in a fun package. The Pioneer Library System in Norman, Oklahoma asked staff for ideas to make the FISH! philosophy work in a library setting. Some of the suggestions were

- Pass along funny picture books to co-workers to read (Play)
- Add fun and imagination to mundane tasks (Make Their Day)
- Take my whole self to work (Be There)
- Look at grouchy people as a challenge – don't sigh and roll my eyes (Choose Your Attitude)

Other Staff Day themes include Change; Cooperation, Participation and Learning; Customer Service; Emergencies; Health and Fitness; the Learning Organization; Personal and Professional Empowerment; Safety; and Stress.

Successful activities at Staff Days include a "State of the Library" talk by the Director; branch/department/division meetings (this is probably the one day in the year when the entire staff is together and not open to the public); displays about individual work units or divisions; icebreakers; and staff recognition. Games were often mentioned including "Who Wants to Be a Millionaire" (knowing your library's history) and "You Bet Your Life" (current personnel issues). Hosting a staff talent show or open mike was successful at several libraries. Food, food and more food was mentioned as the most important feature of a successful Staff Day. Plenty of drinks, doughnuts and pizza were popular menu items. Omaha learned the hard way that cookies must appear at the afternoon break.

Giveaways are also popular at Staff Day – most are donated items or funded by Friends and/or Foundation groups. T-shirts, change purses, pocket day timers, key chains, tote bags, music cds and coffee mugs have been popular with library staffs. A local Omaha company, the Oriental Trading Company ([www.oriental.com](http://www.oriental.com)), was mentioned by several libraries as a good source of inexpensive novelty items.

Helpful hints:

- Decide whether you want a half-day or a full day program.
- Give people ample time to mingle (many staff members really appreciate a chance to see and visit with the people from other locations).
- Don't over schedule (it takes twice as long to do anything with 150 people than you think it should).
- Have evaluations at the end of the day (for an event that some Omaha Public Library staff members profess to hate, we average a 70 to 80 percent return rate – many include very long comments and suggestions for next year's program).

So what did the Omaha Public Library do for its' 2003 Staff Day after getting all that good advice?

*See Staff Days continued on page 7*

# Developing Effective Instructional Materials: Print-based materials

Jennifer Sharkey, Assistant Professor of Library Science, Purdue University Libraries (sharkeyj@purdue.edu)

## Introduction

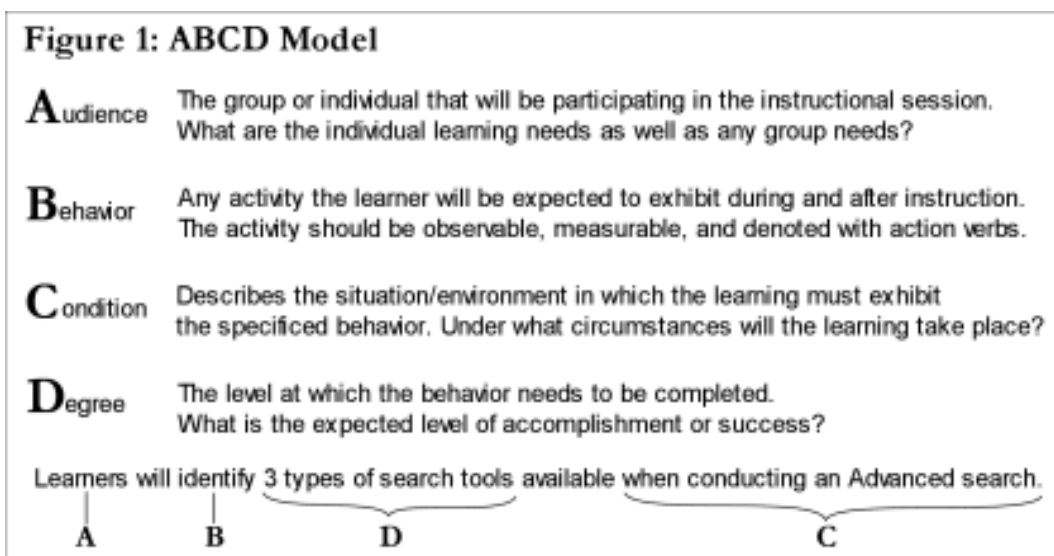
As instructors and trainers, developing instructional materials is a natural part of the process. However, many of us can struggle with identifying what is the appropriate level of content and creating a graphically pleasing product. The look and feel of materials must support the learning objectives, be audience friendly, and be physically built to last through their intended use. Some of the common mistakes made when creating materials, are:

- too much information is included or provided
- the information included or provided is not relevant
- not enough information is included or provided

This article will highlight techniques you can use to develop effective print instructional materials that have both sufficient content and graphically pleasing design.

## Develop objectives for the instructional unit

You should never develop instructional materials prior to developing your instructional objectives because these objectives are the foundation of your instruction. Therefore they can also guide you to identify and determine what types of instructional materials you can develop. An effective model for developing objectives is the ABCD model. See Figure 1 below for an overview of the model.



Often the condition, for which your learner is showing the behavior and degree of success, can be directly related to the instructional materials. An example of this is: The learner will be able to differentiate between appropriate and inappropriate content with in a web site using the provided list. The provided list can be part of your instructional materials.

Another way your objectives can help you with materials development is related to the behavior part of the objective. An example of this is: The learner will be able to conduct 3 advanced searches using Alta Vista's Power Search screen. For learners to successfully achieve that behavior the instructional materials can provide overview information, screen shots, and/or step-by-steps.

Identify the purpose of the instructional material

When developing materials, one of the first things you need to think about and decide is, 'what do I want the print materials to do and be.' One thing to keep in mind is that if the print materials never get used in the instructional setting, it was a waste of your time developing them. It is important to remember that Form follows Function.

*See Instructional Materials continued on page 4*

Answer the following questions to help clarify the function of your materials.

- What objectives or performance standards should the materials help users achieve?
- What is the material's primary purpose?
- How will the learners use the material(s) during instruction as well as after instruction?

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- What objectives or performance standards should the materials help users achieve?
- What is the material's primary purpose?
- How will the learners use the material(s) during instruction as well as after instruction?

Listed below are 5 types of print materials with an explanation. Use them to help you determine which type of material is best suited for your instructional unit.

**Workbooks** - often used in a more formal instructional session, a workbook provides background information, examples, and exercises.

**Self-paced guides** - are meant for learners to use on their own time or as they have time to learn. Self-paced guides need to be an encapsulated instructional session.

**Reference manuals** - meant for highly detailed or technical directions and information.

**Handouts** - also used in more formal instructional sessions, usually provides general knowledge, exercises, or examples. However, these are not as lengthy as a workbook.

**Job aids/quick guides** - can be used in conjunction with workbooks and handouts, most often used as a resource for a point-of-need situation and provides specific step-by-step instructions on how to do a process.

### Differentiate between appropriate and inappropriate content

Being aware of appropriate and inappropriate content for instructional materials can also help with how you present information as well as the level of content included. Inappropriate content can create an uncomfortable and confusing learning environment. Figure 2 below provides a quick common sense overview of how to evaluate your content.

Figure 2: Appropriate Content		
<b>Do</b>	<b>Don't</b>	Be specific
<b>Do</b>	<b>Don't</b>	Use the words You and I
<b>Do</b>	<b>Don't</b>	Use the active voice
<b>Do</b>	<b>Don't</b>	Stereotype people by gender, age, ethnic group, religion, or culture
<b>Do</b>	<b>Don't</b>	Use simple, adult vocabulary
<b>Do</b>	<b>Don't</b>	Be positive
<b>Do</b>	<b>Don't</b>	Tell why a person should take or avoid an action
<b>Do</b>	<b>Don't</b>	Use cliches
<b>Do</b>	<b>Don't</b>	Consider the legal implications of your subject matter
<b>Do</b>	<b>Don't</b>	Use humor cautiously and only when it is appropriate for the audience
<b>Do</b>	<b>Don't</b>	Use general neutral terms
<b>Do</b>	<b>Don't</b>	Spell out or explain abbreviations, acronyms, or initials
<b>Do</b>	<b>Don't</b>	Use technical jargon
<b>Do</b>	<b>Don't</b>	Use appropriate terms to accommodate the cultural mix of the audience
<b>Do</b>	<b>Don't</b>	Repeat words and similar phrases excessively
<b>Do</b>	<b>Don't</b>	Misspell

### **Utilize graphic design and layout principles**

One of the hardest things about creating instructional materials is making them look interesting enough for learners to want to use them or be motivated by them. By utilizing some general graphic design and layout

“rules of thumb” most materials can be made to look interesting and still effectively convey the appropriate information. In the next section, the explanations refer to elements. An element can be a graphic, heading, paragraph, list, or even a word.

#### **Proximity**

This is a visual clue of what is related and what isn't. The basic purpose of proximity is to organize.

#### **How to get it**

1. Squint your eyes slightly and count the number of visual elements on the page by counting the number of times your eye stops.
2. Identify which of these elements can be grouped together.
3. Put related elements physically close to each other.
4. Keep unrelated elements apart from each other.
5. Don't be afraid of white space; use it to enhance visual clues.

#### **What to avoid**

- Putting too many separate elements on a page.
- Sticking things in the corners and in the middle of the page.
- Creating equal amounts of white space between elements unless each element is part of a subset.
- Creating relationships with elements that don't belong together.

#### **Alignment**

The basic purpose of alignment is to unify and organize the page. Nothing should be placed on the page arbitrarily.

#### **How to get it**

- Be conscious of where you place elements.
- Always find something else on the page to align with, even if the two elements are physically far away from each other.
- Keep the left edges of text flush and same distance from the edge of the paper.
- Align graphics vertically along the same edge.

#### **What to avoid**

- Using more than one text alignment on the page (don't center some text and right-align other text).
- Using centered alignment unless you are consciously trying to create a more formal, sedate (boring?) presentation.  
Choose a centered alignment consciously, not by default.

#### **Repetition/Consistency**

Consistency in graphics, headings, etc. helps the learners to visually identify where they are within a document. The basic purpose of repetition is to unify and to add visual interest.

#### **How to get it**

- Think of repetition as being consistent.
- Turn consistent elements into part of the conscious design.
- Page numbers are always in the same place and look the same.
- Use the same graphic identifiers throughout the document.
- Heading fonts are the same size and style.

### What to avoid

- Repeating the element so much that it becomes annoying or overwhelming.

### Contrast

This is essential to visually lead the learner from one section to another. The basic purpose of contrast is two-fold: 1) create an interest on the page and 2) aid in the organization of the information.

### How to get it

- Add contrast through your typeface choices, line thickness, colors, shapes, sizes, space, etc.
- Create a strong contrast — don't be a wimp.
- Use large and small fonts sizes.
- Use a different font for headings.
- Visually display information when ever possible.

### What to avoid

- Contrasting a sort-of heavy line with a sort-of heavier line.
- Contrasting brown text with black headlines.
- Using two or more typefaces that are similar.
- Using more than three font types with in the same instructional document.
- Excessive use of italics, underlining, and all caps - it is difficult to read.

### Conclusion

Developing instructional materials should always be part of the entire instructional design process. For materials that support the learning objectives, are audience friendly, and are physically or virtually built to last through their intended use, it is important to pay attention to both content and design. Using a common sense approach for identifying the appropriate level of content and a graphically pleasing design can make the process smooth and less stressful as well as enhance the learning environment for your audience.

For examples of print instructional materials developed by the author, visit her web site at:  
<http://web.ics.purdue.edu/~sharkeyj/research.html>

### Helpful Resources

- Dabbagh, N. (2000). *Techniques & methods for writing objectives & performance outcomes*. Retrieved October 15, 2002, from [http://classweb.gmu.edu/ndabbagh/Resources/Resources2/objective\\_formats.htm](http://classweb.gmu.edu/ndabbagh/Resources/Resources2/objective_formats.htm).
- Frank, D. (1996). *Terrific training materials: High impact graphic designs for workbooks, handouts, instructor guides and job aids*. Amherst: Human-Resource-Development-Press.
- Heinrich, R., Molenda, M., Russell, J.D., & Smaldino, S.E. (1996). *Instructional media and technologies for learning* (pp. 40). Englewood Cliffs, NJ: Merrill.
- Illinois Online Network. (2003). *Developing course objectives*. Retrieved April 26, 2003, from <http://illinois.online.uillinois.edu/IONresources/instructionalDesign/developObjectives.asp>.
- Maryland Faculty Online. (2001). *The ABCD model for writing objectives*. Retrieved October 15, 2002, from <http://www.umuc.edu/mdfaconline/Presentations/ABCDmodel.doc>.
- Parker, R. C. (2000). *Looking good in print* (5th ed). Scottsdale: The Coriolis Group LLC.
- Williams, R. (1994). *Non-designer's design book: Design and typographic principles for the visual novice*. Berkeley, CA: Peachpit Press.

This year's program was hosted by the Technical Services Department (Collection Development, Order and Catalog) who chose the theme "Have Fun Working @ our library. Since we planned to close the day with the FISH! video, the nametags were fish-shaped (each work location had a different color), the printed program had fish graphics and the Bingo sheet had shell graphics. Table decorations were fishbowls filled with sand and seashells. Each table had a bowl of goldfish crackers that was replenished throughout the day.

Our day started with Staff Bingo that proved to be our most successful icebreaker ever. People mingled freely and there was much competition to see who could fill out all the bingo squares. Completed sheets were put into a box decorated with fish wrapping paper and drawn for door prizes later in the day.

Mark Darby ([www.mdarby.com](http://www.mdarby.com)) spoke on "Dealing with Co-workers, Customers, and Other Difficult People in Your Life" which featured his Three Lifesaving Rules of Psychology –

1. When people feel threatened they will first act the way they have always acted, only more so.
2. If I think you are different than me, you are a threat.
3. If you act like I act, then I will be less likely to see you as a threat.

Mark opened his presentation with a "multi-media experience," The Customer Catch, Re-Train, and Release Program and ended his presentation with the "multi-media experience," Coping with Library Technology. Both "multi-media experiences" featured Technical Services staff and the Main Library. The audience was howling at and cheering on the formerly hidden comedic talents of their fellow employees.

Ann Seidl ([www.informationmanaged.com](http://www.informationmanaged.com)) presented a program on "The Hollywood Librarian" which featured film clips about librarians or libraries. She spoke about the "holy trinity" of librarian films (Storm Center [1956], Desk Set [1958] and Party Girl [1988]). She puts Marian the Librarian from The Music Man in its own category. Other film categories include nasty librarians, the "shushers," flirting and sex in the library, children's librarians, and danger in the library. An interview with Ann can be found in the March/April 2003 Public Libraries on pages 82 to 85.

Our final speaker was Steve White, a young author from the Kansas City area, who read excerpts from his book, Family Vacations & Other Hazards of Growing Up ([www.familyv.com](http://www.familyv.com)). Excerpts included the family

vacation in a station wagon with Old Yeller (not a dog!), his first Altar Boy experience, and finding true love at a neighborhood baseball game. Steve claims that his mother put plastic ants in the mashed potatoes whenever one of his sisters brought a new boyfriend home for dinner.

Staff presentations included a drawing for a restaurant gift certificate for those who had submitted a suggestion to the Here's My Idea program; new staff members being introduced by their managers; the children's librarians modeling the Wacky Wednesday costume themes for our Summer Reading Club program, Laugh It Up @ the library; and formal recognition for employees with service anniversaries. Candy awards were given to all who had service anniversaries. Staff members who had 20, 25 or 30 service years also received an engraved pen or paperweight. The giveaway bags featured magnetic wipe-off boards and heart-shaped candles.

We ended the day with the FISH! video and most responded well to the energy generated by the "world-famous" fish guys. Food was plentiful throughout the day beginning with a light breakfast and ending with popcorn during the video. Who could have predicted that there wouldn't be enough fried eggplant on the Grand Italian Buffet at lunch?

The day's evaluations were generally positive (someone is always unhappy about the food and/or a particular speaker). The hard work and enthusiasm of the Technical Services staff certainly shone through on a day that ran smoothly. The planners attained instant popularity when we let them go home a half hour early. All in all, 2003 was one of our most successful Staff Days.

## CLENE Website: New Look

ALA has completely revamped its website. Check it out and be sure to see what CLENE has to offer online at <http://tinyurl.com/90bu>

The screenshot shows the ALA (American Library Association) website. The top navigation bar includes links for Home, Contact Us, Site Map, Support ALA, Join, and Login. Below this is a secondary navigation bar with categories: Libraries & You, Education & Careers, Awards & Scholarships, Our Association, and Issues & Advocacy. A search bar is also present. The main content area is titled "OUR ASSOCIATION" and features a list of links: Affiliates, Chapters, Committees, Discussion Groups, Divisions, Foundation Documents, Governance, Membership, Offices, Other Groups and Organizations, Publishing, Round Tables, CLENERT, About CLENE, and Membership. A large CLENE logo is displayed, with the text "CLENE QUALITY CONTINUING EDUCATION". Below the logo, it says "Welcome to the Continuing Library Education and Networking Exchange Round Table".

# CLENEVENTS at ALA 2003 in Toronto

**CANCELLED**

**Friday, June 20, Preconference on E-Learning**

Saturday, June 21, 9:30 AM – 12:30 PM - Holiday Inn on King, Maple Room

## **CLENE Board Meeting I**

Thrill to 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 22, 10:30 AM – 12:00 PM - Metro Toronto Convention Centre, Room 717A/B

## **CLENE Program**

Myth-Understanding: Increasing Training Effectiveness Through Use of Stories.

David Hutchens, author of the Learning Fables series will illustrate how to create new awareness and initiate a rich discussion of organizational learning principles with your staff.



Sunday, June 22, 10:30 AM – 12:00 PM - Toronto Hilton, Lismer Toom

## **CLENE Board Meeting II**

More way cool meeting techniques!

Monday, June 23, 2:00 - 4:00 PM - Metropolitan Hotel, Tokyo Room

## **Staff Development Discussion Group**

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 21-23, 9:00 AM - 5:00 PM; Tuesday, June 24, 9:00 AM - 4:00 PM, Exhibit Hall

## **CLENE booth #TBA**

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

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CLENExchange

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ALA/CLA ANNUAL CONFERENCE

JUNE 19-25, 2003