

CLENEExchange

September 2003

“School ends, but education doesn’t.”

Volume 20, Number 1

David Hutchens WOWS Attendees in Toronto

by Judy Card, Staff Development Officer at the Memphis/ Shelby Co. Public Library & Information Center
(cardj@memphis.lib.tn.us)



CLENE once again sponsored an exciting program at ALA Annual. The 2003 featured speaker, David Hutchens (photo on left), demonstrated the power of stories by beginning his session with a couple of stories, moving then to a PowerPoint list of important points, then asking people what they remembered about his presentation so far. It worked really well as what most folks remembered was the story!

Below is David’s annotated list of favorite books and websites on storytelling in organizations:

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Books

The Power of Myth by Joseph Campbell. A classic text. The author of the bestselling **Hero With a Thousand Faces** touches on subjects ranging from modern marriage to virgin births, from Jesus to John Lennon, as he explores the stories that explain our world.

See David Hutchens continued on page 3

Inside this issue:

CLENE Publication Survey.....	3
Self-Guided Learning.....	4
CLENE Board Roster.....	5
What’s New With You.....	7
CLENE Discussion Group.....	8



Training Tips from the CLENE Discussion List

Mary Bucher Ross, Training and Development Managing Librarian at the Seattle Public Library asked for the following information:

Our state association has asked my group (Washington Library Trainers) for some ideas on how to make typical conference presentations more interactive and involving for those attending. You know the type of presentation I am talking about--one speaker behind a podium, using PowerPoint, or a panel of speakers at the front of the room. The speakers are usually not trainers per se, so they don’t automatically think of building interactivity into their presentations.

Here are some of the responses she received:

From Patrice Vale, Library Consultant for Continuing Education at the Missouri State Library:

- Give clappers (noise makers) to several in the audience and ask them to clap whenever they think a good point was made - a light bulb went on - a novel concept was introduced, etc. Pass the clappers (noise makers) around during the presentation to involve others in the audience.
- Break the audience into small groups and have them role play - act out - present a skit, etc. - a concept that was introduced in the training. This gets the audience up and moving and involved in presenting the training material back to the audience using new language - their own.
- At the end of the presentation - toss a small, soft,

See Training Tips continued on page 2

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

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Editor: Gail McGovern

CLENERT Officers

President:

Barbara Rittinger

Secretary:

Curtis Rogers

ALA Staff Liaison:

Lorelle Swader

Website:

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Questions regarding the CLENExchange **CONTENT** should be sent to:

Gail McGovern

906 Q Street

Sacramento, CA 95814

Fax: 916-446-2411

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

Training Tips continued from page 1

ball to a participant and ask them to list one helpful concept they have learned during the training and how they will apply it back home or list one concept that should have been included in the present training and they would suggest for future trainings - then have that participant toss the ball to someone else. People will usually begin to hold up their hand and ask for the ball.

•Put manipulatives on the training tables for those tactile learners. Also explain to the participants that if you are reading from an overhead it is not because you think they might not be able to see the print - but some learners do well at hearing the word and others do well at seeing the word and some do well at both. It begins to develop group tolerance and understanding for each other.

Kathy Schalk-Greene, Assistant Director at the Mount Laurel Library:

•Pose a question to the group early on and ask that they turn to a neighbor or two to discuss the answer. I like this for a couple of reasons. One, it starts an instant “buzz” in the room, which I thrive on. Two, it establishes that in this program, interactivity is the norm. When I pull the group back together it’s easier to ask “what kinds of things came up in your discussion?” and get an assortment of answers from the audience because they’ve already talked it over among several

people.

From Judy Card, Staff Development Officer at the Memphis/Shelby Co. Public Library & Information Center:

•Since many state association events are not as huge as ALA, the room can be set up in tables with chairs around the tables. That way groups can be pre-divided to discuss a set of questions/ideas generated by the speakers in advance. Speakers do this by communicating via e-mail prior to the event.

•If it’s a “How We Do This...” panel, the groups can discuss things like which ideas might work in their particular setting (often we lose the ideas we get from panels because they are just quick thoughts lost forever after) or things they’ve tried that both worked and didn’t to provide ideas beyond what the panel members suggest.

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1. Send an email message to: 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
5. To post messages to the list, send an email to: CLENERT@ala.org

The Springboard: How Storytelling Ignites Action in Knowledge-Era Organizations by Steven Denning. One of the best books available on this subject. It explores storytelling as a powerful and formal discipline for organizational change and knowledge management.

The Uses of Enchantment: The Meaning and Importance of Fairy Tales by Bruno Bettelheim. Another classic text. A fascinating look at how fairy tales give shape to our subconscious needs. This book has profound insights into the psychology of story. You'll never see Cinderella the same way again.

Stories Trainers Tell by Mary Wacker and Lori Silverman. A great resource for putting the power of stories to practical application. The authors provide dozens of actual stories that you can use "to make training stick," as well as suggestions for crafting your own stories. David Hutchens is one of the featured story tellers consulted for this volume, and his work appears in the book's Introduction.

Websites

Steve Denning's "The Springboard"

<http://www.stevedenning.com/>

One of my favorite sites on this subject. Steve Denning is a former Knowledge Management executive with World Bank who discovered the power of narrative to create change. Like the book, the web site is full of great info—including summaries on cognitive sciences, Jungian archetypes, and more.

The National Storytelling Festival

<http://www.storytellingfestival.com>

Worldwide, this is THE premier event in storytelling. Located in the unlikely (and beautiful) mountain setting of Jonesborough, Tennessee, the annual festival attracts thousands of attendees from all over the world. Increasing attention is being paid to the use of stories in organizations. This year's event is from October 3 through 5.

The Storytelling Foundation

<http://www.storytellingcenter.com>

One of the pioneering organizations in this work. For 25 years, this Tennessee-based consortium has been on the leading edge of tapping into the power of story.

Reflection Learning Associates

<http://www.Learninghistories.com>

This influential Cambridge-based organization produces documents for organizations called "Learning Histories." The document uses reflective storytelling to help a company evaluate its progress in learning – and accelerate that progress.

iconoclast communications

<http://www.DavidHutchens.com>

The website of David Hutchens and the Learning Fables series. Includes other resources and links related to the use of metaphor and narrative in organizational change.

CLENE Publications Survey Now Online

PLEASE take a few minutes to complete the survey....available on the CLENE website at <http://www.ala.org/clenert>

The Continuing Library Education Network and Exchange (CLENE) is an ALA round table that promotes quality continuing education and staff development for all library personnel through publications and workshops at the ALA conferences. In addition to the CLENE listserv, CLENE publishes the CLENE-Exchange, a quarterly newsletter. CLENE members include individuals involved in continuing education for libraries at the local, regional and state level.

CLENE currently has four publications in the area of training and development. We are considering a variety of ways to share what we have learned about training and development and would like your feedback to make sure our efforts are more useful.

Self-Guided Learning a Big Hit @ OLC!

by Wayne Piper, Director of Professional Development, Ohio Library Council (wpiper@olc.org)

As one who develops training for public libraries, it amuses me to reflect on the fact that long after I'm gone but for as long librarians are around, someone somewhere will likely want to attend a program on "The Problem Patron" or "Stress on the Bookmobile!"

OK, so I'm easily amused.

But my point is that there are and always will be perennial library training issues. What better way to address them than to create a learning opportunity that staff can access at their convenience without ever leaving the library? That focus has served as a guiding principle for the development of Ohio Library Council's three, online, self-guided learning programs: Orientation for Public Library Staff, ORE on the WEB, and Marketing the Library. All are available free of charge to both members of the Council and library colleagues across the country, and, indeed, as we've discovered, around the world.

The road to development of these programs started in the best possible way—with a suggestion from Marie Lorz, a stalwart member of the Council and, at the time, director of the library in London, Ohio, who sent an e-mail with a link to the Three Rivers Library System in Colorado. That system had worked with a friend of Marie's to develop an online orientation program. Marie's message to me simply said, "You need to look at this." (And, if you knew Marie, you'd know it also meant, "You need to do this!") I did, and I was hooked. I contacted the program's designer, Deana Noack, (nfv777@ipa.net) and with her guidance and some LSTA funding, we launched Orientation for Public Library Staff in 1999.

All three OLC programs have the same basic structure. Each incorporates learning modules focused on a particular subdivision of the main topic. For instance, Orientation includes information on everything from the library's mission to cataloging and technical services to confidentiality. Each program includes training tips for supervisors as well as links

to library sites that exemplify a key point and gives the programs an interactive feel. ORE on the WEB (short for Ohio Reference Excellence) includes information on everything from the reference interview to sources to dealing with people.

How have the programs been received? It's a bit early to judge the marketing program which went online only two months ago. But after four years for Orientation and three years for ORE, each program continues to get between 800 – 1000 + hits per month. Many members tell us that they use the programs to train new employees while others have made completion of the programs a mandatory refresher for seasoned staff. We've had requests to link from places as diverse as Idaho, India, England, and Tasmania. (Yes, Tasmania!)

If you've not seen the programs, check out our website at <http://www.olc.org> (see below). Click on "Educational Opportunities." The pull-down menu gives you access to all three.



I also encourage you to promote the programs widely to your staff and colleagues. And, if you like, you can link them to your website. OLC appreciates recognition, of course, and you can obtain that by sending a simple e-mail request to wpiper@olc.org

Happy online learning!

CLENE Board Roster 2003-2004

PRESIDENT

Barbara Rittinger (2002-2005)
Arlington County Dept. of Libraries
1015 North Quincy St.
Arlington VA 22201
Phone: 703-228-5997
Fax: 703-228-5998
E-mail: brittinger@co.arlington.va.us

VICE-PRESIDENT/PRESIDENT ELECT

Jasmine Posey (2003-2006)
Long Range Planning Chair, Marketing Chair
Greenwich Library
101 West Putnam Avenue
Greenwich, CT 06830-4328
Phone: 203-622-7941
Fax: 203-622-7939
E-mail: jposey@greenwichlibrary.org

SECRETARY

Curtis Rogers (2002-2004)
Electronic Publication Chair
South Carolina State Library
1430 Senate Street, P. O. Box 11469
Columbia, SC 29211
Phone: 803-734-8928
Fax: 803-734-8676
E-mail: curtis@leo.scslib.state.sc.us

TREASURER

Patricia M. Hogan (2003-2005)
Poplar Creek Public Library District
1405 South Park Ave.
Streamwood, IL 60107-2939
Phone 630-483-4917
Fax 630-837-6823
E-mail: p-hogan@dupagels.lib.il.us

PAST PRESIDENT

Cheryl M. Rogers (2001-2004)*
Nominations
Uncle Remus Regional Library System
1131 East Avenue
Madison GA 30650-1470
Phone: (706) 342-4974 ext. 21
FAX: (706) 342-4510
E-mail: cheryl@uncleremus.org

BOARD MEMBERS

Peter Bromberg (2002-2004)
South Jersey Regional Library Cooperative
10 Foster Avenue, Suite F3
Gibbsboro, NJ 08026
Phone: 856-346-1222
Fax: 856-346-2839
E-mail: bromberg@sjrlc.org

Mary Stillwell (2002-2004)
CATTs, LLC
1616 Summit Avenue #504
Seattle, WA 98122
Phone: 206-310-2321
Fax: 720-294-7898
E-mail: mary@catts.us

Anne Masters (2003-2005)
Pioneer Library System
225 N. Webster
Norman, OK 73069
Phone: 405-701-2678
Email: amasters@pls.lib.ok.us

Jennifer Sharkey (2003-2005)
Program Chair
Purdue University Libraries - UGRL
504 West State Street
West Lafayette, IN 47907-2058
Phone: 765-494-2907
E-mail: sharkeyj@purdue.edu

Seana Vece (2003-2005)
Johnson County Library
9875 W. 87th St.
Overland Park, KS 66212
Phone: 913-495-2432
E-mail: veces@jocolibrary.org

Marie E. Bryan (2003-2004)
Woodland Public Library
250 First Street
Woodland, CA 95695
Phone: 530-661-5980
Fax: 530-666-5408
E-mail: mebryan@dcn.davis.ca.us

OTHER CLENE CONTACTS

CLENEXCHANGE EDITOR

Gail McGovern
906 Q Street
Sacramento, CA 95814-6416
Phone/Fax: 916-446-2411
E-mail: gmcgovern@macnexus.org

ALA STAFF LIAISON

Lorelle Swader, Director HRDR
(Office for Human Resource Development & Recruitment)
American Library Association
50 East Huron Street
Chicago, IL 60611
Phone: 800-545-2433, ext. 4278; 312-280-4278
Fax: 312-280-3256
E-mail: lswader@ala.org

ALA STAFF SUPPORT

Darlana Davis, Project Coordinator, HRDR
American Library Association
Phone: 800-545-2433, ext. 4281; 312-280-4281
Fax: 312-280-3256
E-mail: ddavis@ala.org

Print Publications

Kenna Forsyth, Librarian
Maryland Assn of Nonprofit Organizations
190 West Ostend Street, Suite 201
Baltimore, MD 21230
Phone: 410-727-6367; 800-273-6367
Fax: 410-727-1914
E-mail: kforsyth@bcpl.net

Membership Chair

KATHY SCHALK-GREEN
Mount Laurel Public Library
100 Walt Whitman Avenue
Mount Laurel, NJ 08054-9539
Phone: 856-234-7319 x. 304
Fax: 856-234-6916
E-mail: kathy@mtlaurel.lib.nj.us

COPE Liaison

CAL SHEPARD
SOLINET
1438 W. Peachtree Street, Suite 200
Atlanta GA 30309-2955
Phone: 404-892-0943
E-mail: cal_shepard@solinet.net



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What's New with You? Hear about what CLENE members are doing...

What's New With You is a new occasional feature of the CLENEExchange that will appear as often as items are submitted. Share your news! Send items for future issues to gmcgovern@macnexus.org

Mary Bucher Ross, Seattle Public Library (WA) Mary.Ross@spl.org

Mary has developed Intellectual Freedom training for the entire 600+ member staff of the library. She's presenting a program on it at PLA Conference in February 2004. She inspired Washington Library Trainers (WALT) to do a Good CLENE Fun-type program at the State Association conference to great acclaim. WALT will host an event for CLENE members during PLA Conference in Seattle.

Kathy Schalk-Greene, Mount Laurel Library (NJ) kathy@mtlaurel.lib.nj.us

Kathy's library was named a statewide demonstration site for using visual merchandising and display techniques in a library setting. Part of the project is to offer training and tours to other libraries in the state. She's also presenting a program at PLA (with Joanne Roukens from the Highlands Regional Library Cooperative and Claudia Sumler from Camden County Library) on New Jersey's SuperSupervisor program.

Judy Card, Memphis Public Library (TN) cardj@memphis.lib.tn.us

Judy developed a series called The Write Stuff. This is training to improve the writing skills of staff (grammar, composition, content development). One audience is circ/tech supervisors, usually without college degrees to help improve their performance evaluation performance. Version 1 was 4 weeks of training for 3 hours per week. Version Two is 4 weeks at 4 hours per day. It's a work in progress, she notes.

Pete Bromberg, South Jersey Regional Library Cooperative (NJ) bromberg@sjrlc.org

In an attempt to brand their training, SJRLC is offering their training under the umbrella name of SPICE (South Jersey's Premiere Initiative in Continuing Education). SPICE includes Training to Go, self-paced CDROM, online classes and tradition hands-on and live workshops (www.sjrlc.org/spice/index2.htm). Pete is also going after niche markets with legal reference for librarians, and book repair and wireless networking workshops aimed at tech.services/IT staff.

Jennifer Sharkey, Purdue University (IN) sharkeyj@purdue.edu

Jennifer is doing training for virtual reference services using QuestionPoint. She's also working with selected faculty on ways to incorporate active learning with information literacy for students. Her library's Digital Learning Laboratory is offering Effective Customer Service for student workers to become effective consultants on online databases.

Alan Harkness, Gwinnett County Public Library (GA) aharkness@gwinnettpl.org

Alan has been working on their Staff Development plan, is in the initial stages of a change from the Dynix to Horizon systems, doing training on their accounting system, and doing web-based sign-ups.

Marie Bryan, Woodland Public Library (CA) mebryan@dcn.davis.ca.us

Marie has been working on a needs assessment/planning document, which involves training library staff for new roles. Her library is a Northern California site for the Infopeople Training (see www.infopeople.org), and the Rural Clearinghouse is pushing for a Video Conference Training Network.

Anne Masters, Pioneer Library System (OK) amasters@pls.lib.ok.us

Anne offers a PLS Academy for 180 staff in 9 branches with training tracks for different kinds of jobs, an ongoing offering of training.

Their staff day in October featured Martha Beck, who was on Oprah, on Helping People through Hard Times and Times of Transition (www.marthabeck.com)

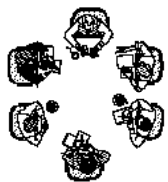
Barbara Rittinger, Arlington County Department of Libraries (VA) brittinger@co.arlington.va.us

Their county government annually publishes a catalog of training called Pathways to Success, which is offered to all library staff. There are certificate programs, including an 18-month training for administrative assistants.

Cheryl Rogers, Uncle Remus Regional Library System (GA) cheryl@uncleremus.org

Cheryl is involved with trustee training, branch manager training and developing a staff intranet.

Tips from the CLENE Discussion Group in Toronto



Q: I train child care providers, often in library settings. Sometimes they ask questions beyond my expertise and ability to respond. What do others do when this occurs in their training experiences? Specifically, the participant had questions about helping parents and bilingual children.

A: Refer the participants to social service agencies and let the host library and literacy program know that the expressed needs exist.

Q: How can young adult employees who suffer from “senioritis” be motivated to do their jobs?

A: Talk to them about preparing for the job market. Recognize their contributions. Communicate the value of work. Host a pizza party or other event to talk about “senioritis.”

Q: What should I know about staff development plans?

A: Staff development plans require a needs assessment and identify the most pressing training needs. Staff has the responsibility of communicating their needs, opinions. A staff development plan provides guidance for supervisors in goal setting and performance evaluation.

Q: What software, other than Access, is being used to track training and registration?

A: DBTextWorks, by Inmagic can be easily customized to comprehensively track all class offerings, registration and evaluation. The initial module costs \$1500 to \$2500. Information is available at: www.inmagic.com

Q: How are libraries providing Spanish training for their staff?

A: Command Spanish is a company that teaches profession-based words and phrases. Some libraries have developed their own in-house training to teach staff basic phrases. Language Line is a service you dial-up and have a translation that can be given to the customer. It is good to identify and have a list of staff who speak different languages.

Q: Do most libraries have a Staff Day?

A: Most organizations represented have Staff Day. Organizations with a large staff have to rent space.

Q: What are libraries doing to orient new employees?

A: Checklists, new employee orientation training sessions, tours, two-week training classes, a meeting with the Director (2 hrs. sitting at the table with the Director), PowerPoint introduction to the organization, “Fish” video.

Q: Are there training requirements in your library?

A: All libraries represented have some training requirements. Train the Trainer programs are available in several libraries. There are minimum requirements for trainers and an evaluation of trainers.

For a full recap of this CLENE Discussion Group meeting at ALA see the link at www.ala.org/clenert

CLENEExchange
906 Q Street
Sacramento, CA 95814-6416