

CLENEExchange

March 2001

"School ends, but education doesn't."

Volume 17, Number 3

President's Message

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

The publicity hype surrounding the Survivor television series has not enticed me to watch the show on a regular basis. I did watch the final episode of the first series when Richard Hatch, a corporate trainer was voted the winner.

I'd much rather try and earn my million dollars by being a contestant on Who wants to be a Millionaire? I'd get to test my knowledge and not have to eat a single rat!

I have been thinking about what conveniences I would miss if I was stranded on an island.

Personal conveniences aside, I have also been thinking about what particular training tools I have become dependent upon in the last few years. I started thinking about what supplies I use on an ongoing basis to help facilitate a quality training program.

First on my list would

See President's message continued on page 2

Inside this issue:

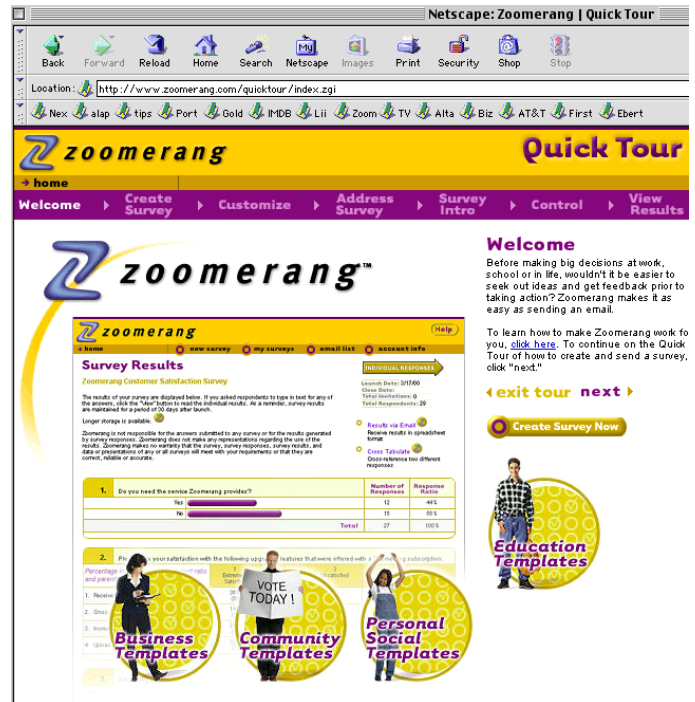
- Readership Survey.....3
- Hot Stuff.....4
- Article Reprints5
- Online Survey Design.....6
- Book Reviews.....7
- ALA Annual Schedule.....8

Subscribe to the CLENE Discussion List

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

Designing Training Surveys

by Gail McGovern (gmcgovern@macnexus.org)



<http://www.zoomerang.com/quicktour/index.zgi> quick tour

Have you always wanted to design a survey to help you identify training needs and/or evaluate the impact of your training, but were overwhelmed by the task? Are you looking for survey design for dummies? Well, thanks to the Internet, you may find a method that works for you.

When I discovered Zoomerang.com, a free online survey design site (<http://www.zoomerang.com>), I was able to do a simple survey in minutes. I designed the CLENEExchange Readership Survey (see results on page 3) using one of the more than 100 survey templates. Once you feel comfortable with the process, you may build your own survey from scratch.

See survey design continued on page 6

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.

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be Post-It brand flipchart pads. The convenience of being able to transfer a flipchart to a wall without tape or push pins is wonderful. To go along with my flipchart pads I always like to have a fresh box of Mr. Sketch watercolor markers. Great colors and great smelling flavors make writing on a flipchart more enjoyable.

I still do the majority of my presentations with an overhead projector. 3M Flip-Frame transparency protectors are a very useful product. The white frame surrounding your transparency gives you space for note taking and provides a border for your transparency. This product costs more than plastic sheet protectors, but will result in a more professional image.

What products do you depend upon on a regular basis? If you had to choose 3-4 products that you use on a regular basis what would they be? Please send your comments to our newsletter editor, Gail McGovern, gmcgovern@macnexus.org for future listing in the CLENExchange. I look forward to your comments.

FREE ENERGY GUIDE

The ALA Social Responsibilities Round Table (SRRT) Task Force on the Environment is sponsoring a two-hour session on Sustainable Library Design at the 2001 ALA annual conference.

One of the program speakers, Donald Wulfinghoff, will send readers of the CLENExchange a free copy of the 20 page guide, *The Modern History of Energy Conservation: An Overview for Information Professionals*. E-mail him at dw@energybooks.com and mention reading this announcement in the CLENExchange; he will send you the guide in Microsoft Word.

Wulfinghoff is the author of the *Energy Efficiency Manual*. For more information about the manual, see (<http://www.energybooks.com/index.htm>).

ASTD 2001 IN ORLANDO

Whether you are new to continuing education or have been involved for years, you will be attracted to the annual International Conference & Exposition of the American Society for Training and Development (ASTD).

More than 12,000 are expected to attend the more than 200 sessions, five top-name keynoters including Bill Taylor, Tom Peters, Robert Rosen and Patricia Digh, Michele Hunt, and Allison Rossett, the industry's largest EXPO, and attendees from more than 80 countries.

In 2001, the conference is scheduled for June 1-7 in Orlando, FL. For detailed information on the range of programs, from basics to trends, check out the ASTD website (<http://www.astd.org/astd2001>).

Editor's Note: Laura Kimberly wrote a report about her experiences at the ASTD conference held in Dallas in May 2000 in the September 2000 issue of the CLENExchange.

CLENEXCHANGE READERSHIP SURVEY RESULTS

Thank you to the 25 CLENE discussion list members who responded to the CLENExchange online readership survey. Here are the results.

1. How would you classify yourself as a reader of the CLENExchange:

- I read it cover to cover 72%
- I read most of the articles 24%
- I only read one or two articles in each issue 0%
- I read every other issue 0%
- I never read it at all 0%
- Other 4%

2. Please rate your overall impression of the newsletter:

- Excellent 44%
- Good 48%
- Average 8%
- Poor 0%

3. Do you have any specific suggestions on new features and/or sections we could add to improve the publication?

- Overall trends in the library field and how they impact the training librarians and library staff need.
- more about how librarians can participate in continuing ed. opportunities themselves, on- and offline, rather than just on how to promote continuing ed programs at your own library.
- I really like the practical articles most. And I always love the “Where to get more information” sections!
- I liked the summary and information from the ASTD meeting. I would like to see more articles like this where we can all benefit in some way from one’s attendance at event outside ALA.
- More about specific programs are being offered in various libraries.
- I like the suggested readings and books. Is the publication archived on the Internet anywhere?
- I like the book reviews and reports on conferences. The only thing I can suggest is brief member profiles-- maybe a paragraph on two or three members per issue, with brief information about the types of training they have developed and/or implemented. We are all wonderful resources for each other!

Editor’s Note: PDF files, readable with Adobe Acrobat Reader, of back issues of the CLENExchange (September 1998 through December 2000) can be downloaded at (<http://www.ala.org/alaorg/rtables/clene/clenexchange.html>). The ideas for future articles are good ones; if you would like to be featured in an upcoming issue in a member profile or submit information about local programs, please e-mail me at gmcgovern@macnexus.org



Hot Stuff! *by Gail McGovern (gmcgovern@macnexus.org)*

Use these resources to help you plan and implement your training sessions.

Big Dog's HR Development Page

(<http://www.nwlink.com/~donclark/hrd.html>)

This site is a personal site created and maintained by Don Clark, an inventory control lead at the Starbucks Coffee Company Seattle roasting plant. A wealth of training resources are available.

E-Learning

(<http://www.nwlink.com/~donclark/hrd/elearning/elearning.html>)

An interesting and thorough look at a variety of topics connected to e-learning by Don Clark.

Learning Styles

(<http://www.metamath.com/~lswb/dvclearn.htm>)

From Diablo Valley College, this site provides both an introduction to learning styles and an online learning styles survey for students. The information is written in language which is easy-to-read and understand. After you take the online survey, you receive your score in the four styles, (visual/verbal, visual/nonverbal, tactile/kines-
thetic and auditory/verbal), and strategies for helping you. For example, for tactile/kinesthetic, I was told "You learn best when physically engaged in a 'hands on' activity. In the classroom, you benefit from a lab setting where you can manipulate materials to learn new information. You learn best when you can be physically active in the learning environment. You benefit from instructors who encourage in-class demonstrations, 'hands on' student learning experiences, and field work outside the classroom." One of the strategies recommended was "To help you stay focused on class lecture, sit near the front of the room and take notes throughout the class period. Don't worry about correct spelling or writing in complete sentences. Jot down key words and draw pictures or make charts to help you remember the information you are hearing."

Knowledge Socialization Project

(<http://www.research.ibm.com/knowsoc>)

This project explores ways in which the strength of storytelling can be used to enable informal knowledge transfer. The links to articles regarding the use of stories in business and about knowledge management in general are of especial interest.

Online Learning Magazine

<http://www.ittrain.com/index.cfm>

You'll find selected articles from the print magazine on a variety of timely topics. Two articles I found especially interesting were: how e-learning is invaluable for one person training departments (<http://www.ittrain.com/new/mar01/feature3.htm>) and how people use online mentoring programs (<http://www.ittrain.com/new/jan01/feature1.htm>)

Powerpoint on Making Presentations

(<http://www.nwlink.com/~donclark/hrd/templates/presentations.ppt>)

Also from Don Clark, you can download an 18 slide powerpoint presentation on how to improve your presentations. Besides general tips, you will find specifics about sizing for readability whether using a computer screen or a flipchart.

Presentations.com

(<http://www.presentations.com/deliver/speak>)

This site is from Bill Communications Inc., creators of Presentations Magazine and Presentations Conference & Expo. You will find lots of tips on creating and delivering presentations.

TeamTrac

(http://www.teamtrac.com/managed_empowerment.pdf)

You can download the 12-page PDF file entitled, Is Managed Empowerment An Oxymoron? It emphasizes management philosophies and team building.

REPRINTS FROM VALUABLE RESOURCES

This new occasional feature will share articles of interest found in other publications.

27 Factors that Can Make or Break a Meeting

(used under permission of Creative Training Techniques, 2001. See the website at <http://www.cttbobpike.com>)

1. Have a complete agenda.
2. Begin and end on time.
3. Make speaker introductions brief.
4. Pay attention to special touches. Use china cups or glasses instead of disposables. It adds quality.
5. Provide pad and pencil for each participant.
6. Use a coffee break alternative. Try popsicles instead!
7. Provide non-alcoholic alternatives at receptions.
8. Be prompt with post-meeting follow-up.
9. Create opportunities for members to mix.
10. Serve lighter lunches and skip dessert. This helps eliminate sleepy participants!
11. Allow adequate break times for renewing friendships and informal networking.
12. Make your preparation obvious to everyone. Have a check-in staff who are prepared and knowledgeable.
13. Use variety in your room set-ups. If you have a two-day program, you may want to use banquet rounds one day and herringbone 6' x 30" tables the next day.
14. Check out the audio system beforehand.
15. Avoid all interruptions during meetings. Inform hotel, calls should be held, etc.
16. Indicate a specific person on the hotel staff whom the speaker can contact if room temperature needs adjustment, or other assistance is needed.
17. Ask the speaker to check out the facilities well before the meeting begins for room set-up and AV requirements.
18. Make registration easy.
19. For two- or three-day meetings, offer a spouse program. Check out special events or points of interest in the city you're in.
20. Make certain program materials are shipped to a specific person at the hotel. Otherwise, they may be misplaced. Clearly mark boxes as 1 of 2, 2 of 2, etc. to avoid confusion.
21. Send a detailed cover letter along with your signed contract explaining exactly what you expect from the hotel staff. It could also include a few facts about what you don't want to happen.
22. Be available. If you are unable to be at your meeting, confirm with your speaker and hotel contact that, if a problem should arise, you are only a phone call away.
23. Send copies of hotel agreements to the speaker and all other necessary meeting staff.
24. If your meeting is for multiple days, arrive a day early. If it is a single day, arrive at least two hours in advance.
25. Make the meeting place compatible with your objectives. For example: Don't schedule meetings for 16 hours a day in a resort setting, or for 4 hours a day where there are no other activities available.
26. Make an agreement with your speaker about "selling" during his/her presentation. Nothing turns off an audience more than being subjected to unsolicited commercials.
27. Make the speaker available for informal discussions and functions, i.e., immediately after the presentation, social hours, meals, etc. Avoid the "hit and run" presentation.

Program Etiquette: Five Ways to Show You Care

(used under permission of Arch Lustberg Communications. See the website at www.lustberg.net)

1. Turn beepers and phones off in public meetings
2. Keep quiet when someone else is presenting. If you must talk to someone else, go into the hall.
3. If there are seats available, take one. Standing in the back looks like you are eager to leave. If you are, do.
4. Sit in the front half of the room. A speaker shouldn't need binoculars to see the audience.
5. If you're a panelist, or seated at the head table, look at the person at the podium. Nothing captures an audience's attention like the non-presenter who's staring straight ahead or looking at the time. Be attentive. If that's not possible, pretend. Open your face and stifle the yawn.

If you have reprint suggestions, please e-mail Gail McGovern at gmcgovern@macnexus.org

Take the Quick Tour of the site and try your hand at designing a survey at (<http://www.zoomerang.com/quicktour/index.zgi> quick tour).

In preparing for this article, I searched for other websites which provide easy to read and understand information about survey design. I recommend two which should give you a good foundation:

1) the Community Research and Survey Design Checklist provided by the Public Libraries Division of the State Library of Queensland, Australia to assist libraries in doing research and study about survey instruments at (<http://www.slq.qld.gov.au/pub/lgsurvey/>) The Checklist includes: Basic Model for Community Research and Survey Design, Local Community Surveys, Community Research Objectives, Management and Implementation Committees, Development of a Survey Technique, Data Collection Categories /Questions, What Type of Questions will you use, How will you Structure your Questions, Data Analysis and How to Ensure your Survey is Valid.

2) the Survey Design chapter from The Survey System's Tutorial at (<http://www.surveysystem.com/sdesign.htm>). Survey System is a software package available for working

with questionnaires. It handles all phases of survey projects, from creating questionnaires through data entry, interviewing and web surveys to producing tables, graphics and text reports. This chapter is intended primarily for those who are new to survey research. It discusses options and provides suggestions on how to design and conduct a successful survey project.

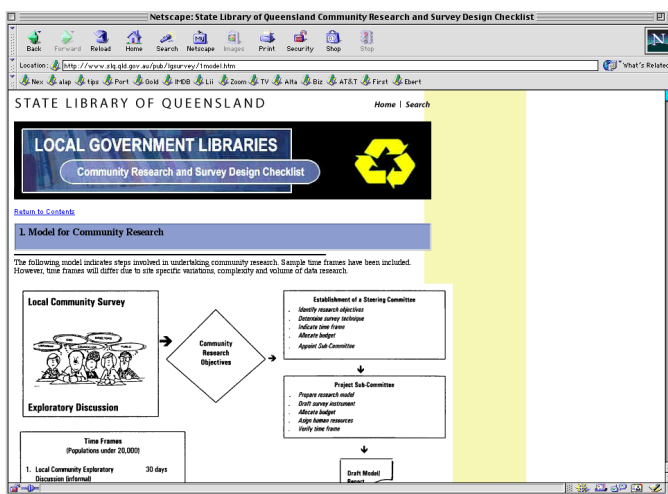
Library sites which may give you simple training survey ideas are:

Santa Clara University
Software Training - User Survey
(<http://www.scu.edu/SCU/Library/Orradre/services/training/survey.html>)

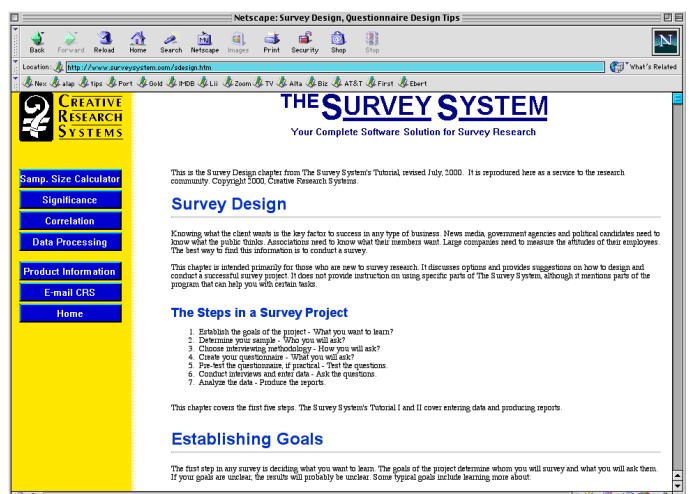
Northwestern University Library
Word Training Needs Assessment Survey
(<http://staffweb.library.northwestern.edu/nuss/training/surveys/word.html>)

Bryn Mawr College
Technology Training Survey
(<http://www.brynmawr.edu/computing/survey.html>)

If you have designed an online survey, please e-mail gmcgovern@macnexus.org and I will do an update to this article.



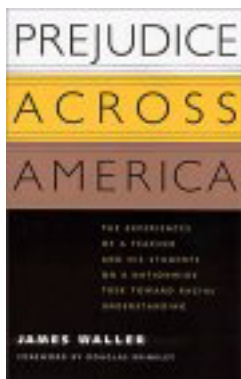
<http://www.slq.qld.gov.au/pub/lgsurvey/1model.htm>



<http://www.surveysystem.com/sdesign.htm>

Book Reviews

Editor's Note: Since diversity training has become a major focus for libraries in the last few years, the following books are presented to help trainers identify books which emphasize the need to listen to and understand the real-life people who experience prejudice daily.

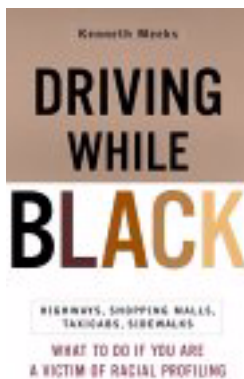


Prejudice Across America by James Waller. University Press of Mississippi, 2000.

Waller is a professor of psychology who took his students from Washington state on a month-long learning journey across the United States. This is the record of their interaction with American Indian, Asian American, African American, Hispanic, and Jewish experiences nationwide.

They visited places such as a Los Angeles museum focusing on the World War II internment of Japanese Americans, the Martin Luther King Jr. Center in Atlanta and a poverty-ridden housing project on the south side of Chicago.

“Obviously, spending a day in the inner city isn’t the same as living there day in and day out, but the students were reminded that they had some real advantages in life, and they got a sense of the hopelessness of people who don’t have those same advantages,” Waller says. “I encourage them to not let the tour be the end, but to make it a beginning of a search to find ways they can live and make an impact in an increasingly diverse world.”



Driving While Black : What To Do If You Are A Victim of Racial Profiling by Kenneth Meeks. Broadway Books, 2000.

“It happens every day: at a seemingly routine traffic stop, a cop approaches your car with his gun drawn. You’re checking out some clothes in your favorite store and notice you’re being followed by security. Dressed in a business suit with arm outstretched, you watch as dozens of unoccupied cabs pass you by. A woman clutches her purse and hurriedly crosses the street when she sees you walking down the sidewalk towards her. For many African Americans, Hispanics, Muslims, and Asian Americans, such incidents are known as DWBs--Driving While Black--or examples of racial profiling.”

Kenneth Meeks is Managing Editor of Black Enterprise magazine. His well-researched and disturbing book details the origins, practices, consequences, and solutions to this problem.

The book’s forward is by Ira Glasser, ACLU Executive Director.



It’s the Little Things: The Everyday Interactions That Get Under the Skin of Blacks and Whites by Lena Williams. Harcourt Brace, 2000.

The author is a twenty-five-year veteran of the New York Times. Writing from her own experiences and from what she has learned through conducting focus groups of blacks and whites all over the country, she points out annoying things people do, explains what they mean and how to avoid them.

She has taken the unspoken and put it out in the open. Reading a book like this will encourage discussions about the issues. She presents issues that can cause discomfort in public places, school, home, work, social settings, and the mass media.

Diversity training is so important because despite the progress we have made, we still live in separate worlds. Although people of different races work together, go to school together, live in integrated neighborhoods, and have developed long and lasting friendships, we’re still undeniably divided.

CLENE Annual Schedule

American Library Association Annual Conference
June 14-20, 2001, San Francisco

Friday, June 15	7:00 p.m. - 9:00 p.m.	CLENE and ALA Editions Reception
Saturday, June 16	9:30 a.m. - 12:30 p.m.	Board meeting
Sunday, June 17	9:00 a. m. - 10:30 a.m.	Good CLENE Fun: Using Interactive Games to Energize Training and Meetings
Monday, June 18	2:00 p.m. - 4:00 p.m.	Staff Development Discussion Group

If you are planning to be in San Francisco for Annual, the members of the CLENE Board urge you to attend any of the meetings listed above. Contributions to the work of the Round Table are very much valued. We hope to see you there. Information about the conference is available at the American Library Association website (<http://www.ala.org/events/ac2001/index.html>). In case of last minute changes, be sure to check your conference program upon arrival.

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