

CLENEExchange

September 1999

“School ends, but education doesn’t.”

Volume 16, Number 1


President’s Message

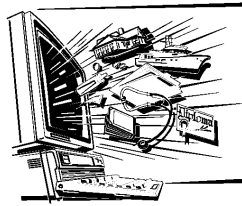
by Diane Brown

This year in New Orleans at the Annual Conference, CLENE sponsored a preconference, “Training Design & Delivery.” One of the issues that arose during the two-day workshop was whether or not there are differences in formal stand-up staff training and in one-on-one training. What do you think? The answer, of course, is “yes” and “no.” Look at the following checklist of steps in training design and preparation:

- Conduct your needs assessment
- Think through and write your learning objectives
- Research and organize the content
- Consider your training environment (e.g. adult learning styles, space, time, equipment, costs, your training style, type of learning involved)
- Choose your delivery methods
- Design your training materials
- Present the training
- Evaluate the transfer of training

See president’s message continued on page 2

	 Check it out
Inside this issue:	When you see this hand, it means this brief item is a referral to a specific training resource. It could be a book, magazine article, videotape, conference, web site, etc. To share your sources with CLENEExchange readers, send e-mail to: gmcgovem@macnexus.org
Quick tips.....3	
Technical training.....3	
Hot Stuff!.....4	
Service response.....5	
CLENE contacts.....6	
Book Reviews.....7	
Learning jargon.....8	



Great Resource for Experiential Learning Activities

The Jossey-Bass/Pfeiffer **Annual** (published since 1972) is a great resource for experiential learning activities; inventories, questionnaires, surveys and presentation and discussion resources. The 1999 is no exception. To find out more about Jossey-Bass/Pfeiffer training publications, visit their website at <http://www.pfeiffer.com>

Here is a brief summary of the *Virtual Scavenger Hunt*; an activity, developed by Jean and Stanley Lamkin, to help participants learn effective and efficient web searching skills.

Send out two handouts two to three weeks prior to the session: a) background article on surfing the web (information on the web, search engines, etc.) and b) scavenger hunt website list (topics related to work, travel, finances, health, etc.).

Participants come to the session with a list of sites they found. Have them break into small groups and fill out a master list of sites from their lists.

On a flip chart, list the answers the following questions : 1) How did you conduct the search? 2) What tools or techniques did you find useful? 3) How much time did it take you to complete your virtual scavenger hunt and how long would it have taken to locate the same information by

See experiential continued on page 3

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: Diane Brown
Secretary: Cheryl Rogers
ALA Staff Liaison:
Lorelle Swader

Subscription rates:
\$20 a year (4 issues).
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

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

So, how is training one-on-one different? We still have to conduct a needs assessment, define objectives, organize the content, present the training and evaluate the results. What differs in the delivery method. You probably would not stand up and use an overhead projector and transparencies for an audience of one. But, you might do an online demo; you might create an exercise, you might engage in coaching and giving feedback.

After considering the issue for some time and searching many sources on training, I have come to the conclusion that the differences are small. All too often, when faced with training one person, we spend less time in preparation and planning that we would if we had to face a group of 30. If you had to train a new staff member tomorrow on how to use your OPAC/Internet/e-mail system, etc., would you expend as much time and effort preparing as you would if you had to present

the same information to a group of 30 patrons? Unfortunately, the answer is usually, "no."

So, what to do? I've come up with what I've determined are the "Eight Steps to Successful One-On-One Training.... or Very Very Small Group Training."

1. Structure & Plan: Don't try to "wing it." Have lesson plans, an outline, exercises, handouts, examples, objectives, etc.
2. Set aside specific times for each segment of the training: 2-4 hour modules are best; allow time for experimentation, review, and questions from trainees.
3. List what the trainee should bring to each session: previous readings, manuals, supplies, completed exercises, etc.
4. Involve the learner: let him help you with goal setting, determining timing and activities, giving feedback.
5. Train at least two people together: people learn better in groups. This may be the most difficult to implement

in a small library. But look around; maybe someone else needs a refresher. It will also take some of the tension and intensity out of the trainee being "on" the whole time.

6. Vary the activities: have some activities for the visual, auditory and kinesthetic learners. People learn differently. How you learn best may not be how the trainee prefers to learn. Don't lecture the whole time!

7. Let other staff do part of the training: it breaks the monotony of listening to you. It could also be a good learning experience for the other staff as well. A good rule of thumb is to tell the trainee that if he later has questions about something, to first go back to the person who covered that material. Over time this allows for consistency of the message being conveyed.

8. Communicate confidence in the trainee's ability to learn; be positive and supportive.

If you follow all the

*See president's message
continued on page 3*

Quick Tips

..... to use to motivate you to get started on a new project

1. **Schedule** time on your calendar to work on your plan for the project.
2. Think through your approach....define your desired outcome **in writing**.
3. **Identify and prioritize** project tasks.
4. Pick the **most important** task and start there.
5. **Ask others** for suggestions — you may want a brainstorming session.
6. Each day decide what you are willing to do **now**. Pick the times you are at your best.
7. **Reward** yourself for getting started.
8. Focus on the benefits of successful **completion**.

..... to do a quick check after day 1 of a two day training program and help you validate your day 2 agenda

At the end of day 1, distribute a slip of paper to participants to get their answers to the following questions.

1. What is the most useful information/idea you heard/thought of today?
2. What do you want to make sure you hear about before you leave tomorrow?

*president's message
continued from page 2*

other steps in effective training design and delivery, and keep these tips in mind, you will be much closer to having successful one-on-one staff training sessions.



There is a cool new Millennium Planner available from FranklinCovey which comes in a specially designed Collector's Tin and pays tribute to the moments in history that have significantly shaped our nations, cultures and lives.

For more information and prices, visit the website at www.franklincovey.com

Do You Need Advanced Technical Skills Training?

The American Society for Training & Development (ASTD) will sponsor TechKnowledge 2000 September 19-22, 2000 in Indianapolis.

If you need to know how to combine traditional instruction with presentation methods such as 3D simulation, virtual reality, groupware, digital multimedia, and video-conferencing, mark your calendar for this event which is co-sponsored by the Society for Applied Learning Technology. Sessions will also focus on delivery methods such as LANs, WANs, CD-ROMs, computer disks, email, DVD and simulators.

TechKnowledge is THE event that brings together technical skills training and learning technologies. To see updates about this conference periodically, check the ASTD website (www.astd.org) or contact the organization at 1640 King Street, Box 1443, Alexandria, Virginia, 22313-2043, Phone: (703) 683-8100 Fax: (703) 683-8103

If you are unfamiliar with ASTD, be sure to check out the web site to get a good overview of services available for members. Founded in 1944, ASTD is the world's premiere professional association in the field of workplace learning and performance. It's membership includes more than 70,000 individuals from every level of the field of workplace performance in more than 100 countries.

experiential continued from page 1

conventional, non-web methods?

- 4) What tips or techniques would you suggest to save time or increase the quality of web searches in the future?
- 5) What was your key learning from the virtual scavenger hunt?

You will find much more detail about this activity in **The 1999 Annual** (e.g. sample handouts, variations, how to carry it out with or without computers at the session).



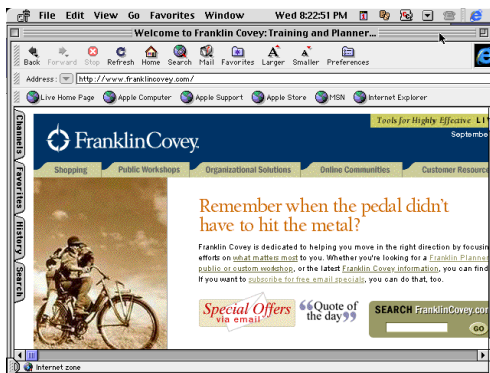
Hot Stuff! *by Gail McGovern*

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

Franklin Covey (<http://www.franklincovey.com>) Besides Franklin Covey products and training, the site includes quotes of the day and articles such as "Value the Differences," by Stephen Covey. Here's an excerpt from an article on diversity:

My experience suggests that unless you have a transcendent purpose and shared value system, differences become negative and counterproductive not positive and synergistic simply because there isn't unity on the fundamentals. If there's unity on fundamentals, then you can tolerate differences in other areas and still have positive synergy.

OneLook Dictionaries (<http://www.onelook.com>) This site allows you to either link directly to one of the 559 linked dictionaries or search all or a few of them, and then quickly retrieve the definitions found. If you still don't find what you need, the "More Dictionaries" list contains dictionary links that for technical reasons are not indexed or the author has not given permission.



Franklin Covey (<http://www.franklincovey.com>)

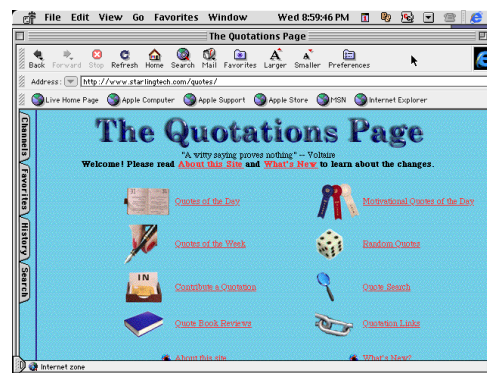
The Quotation Page (<http://www.starlingtech.com/quotes>)

Besides an interesting array of links (e.g. 51 quotation collections, 9 daily and weekly sites, 8 e-mail services), this site provides ratings, on a scale of 1-10, for many of the links.

Training Central (<http://www.centra.com/distance/deiorg.html>) Centra Software provides this site to showcase Symposium, its web-based training software.

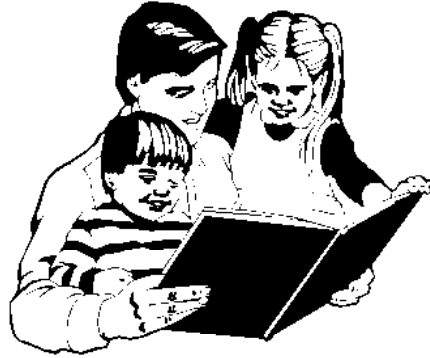
Included are links to all types of distance education sites, from content providers to technology developers.

In the Tips & Techniques section is an article about distance learning which includes quick tips for trainers such as animating delivery by projecting excitement and energy through your voice, engaging learners by asking them to participate verbally and intellectually and assessing learner comprehension by including lots of short quizzes.



The Quotation Page (<http://www.starlingtech.com/quotes>)

If you are looking for handouts you can use to more simply explain PLA's Planning for Results service responses, try this format Gail McGovern developed based on the Planning for Results Guidebook.



1. Basic Literacy

A library that offers Basic Literacy service addresses the need to read and to perform other essential daily tasks.

The library provides:

- a learning environment
- specialized materials
- access to trained tutors to help people reach their personal literacy goals

Examples of target audiences:

- general public
- recent immigrants
- parents of pre-schoolers

Examples of activities:

- programs teaching English as a second language
- family literacy programs
- tutoring or tutorial materials and exam preparation guides
- programs teaching functional math skills
- use of instructional media/tutoring software
- small meeting spaces for tutors and learners to meet

Transparencies vs. PowerPoint

According to Mike Rounds, a writer and professional speaker who specializes in technology, "Just creating slides that have six lines with six words is no longer going to cut it. If you simply use PowerPoint (PPT) as an electronic slide projector for mundane material, you'll save time and money on printing transparencies, but that's about all. Remember that PPT was designed, especially in its 2000 version, to be a dynamic interface between the presenter and the audience. If you're not using its capabilities, you might as well stick to transparencies."

His article entitled, *Presentation Pointers*, in the September 1999 issue of *Meetings in the West* magazine, suggests specific ways to create better presentations. He provides clear suggestions as well as software website referrals to enhance four areas: backgrounds, animation, sounds and video clips.

To download the whole article, check out his web site at <http://www.roundsmiller.com>

FOR SALE

Copies of CLENE's newest publication, **Program Planning: Tips for Librarians** are still available for only \$15. This 43 page booklet is full of practical tips and forms to save you time and energy.

To order, call ALA at 800-545-2433, ext. 7.

CLENE Contacts 1999-2000

President

Diane Brown
Southeastern Library Network
(SOLINET)
1438 W. Peachtree St., NW Suite 200
Atlanta, GA 30309-2955
Phone: 404-892-0943, ext. 247
Fax: 404-892-7879
e-mail: diane_brown@solinet.net

Vice-President/President-Elect

Wendy Ramsey
Columbus Metropolitan Library
96 S. Grant Avenue
Columbus, OH 43215
Phone: 614-645-2800
Fax: 614-645-2870
e-mail: WRAMSEY@cml.lib.oh.us

Secretary

Cheryl Rogers
Uncle Remus Regional Library System
1131 East Avenue
Madison, GA 30650
Phone: 706-342-4974 Ext. 21
Fax: 706-342-4510
e-mail: crogers@mail.morgan.public.lib.ga.us

Board of Directors

Kenna Forsyth (1999-2001)
Baltimore County Public Library
320 York Road
Towson, MD 21204
Phone: 410-887-6124
FAX: 410-887-6103
e-mail: kforsyth@mail.bcpl.lib.md.us

Patricia M. Hogan (1999-2001)
Administrative Librarian
Poplar Creek Public Library District
1405 South Park Ave.
Streamwood, IL 60107-2939
Phone: 630-837-6800, ext 17
FAX: 630-837-6823
e-mail: p-hogan@dupagels.lib.il.us

Kathrine Schalk-Green (1998-2000)
Program Development Coordinator
South Jersey Regional Library Cooperative
Paint Works Corporate Center
10 Foster Avenue - Suite F-3

Gibbsboro, NJ 08026
Phone: 609-346-1222
FAX: 609-346-2839
e-mail: schalk@sjrlc.org

Brad Ward (1998-2000)
NEFLIN
2233 Park Avenue, Suite 402
Orange Park, FL 32073
Phone: 904-269-2217
Fax: 904-269-0767
e-mail: brad@neflin.org

Judy Card (Past-President)
Memphis/Shelby Co. Public Library &
Information Center
1850 Peabody
Memphis, TN 38104
Phone: 901-725-8851
Fax: 901-725-8883
e-mail: cardj@memphis.lib.tn.us

CLENEExchange Editor

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

Liaisons

ALA Staff Liaison
Lorelle Swader, Director
Officer for Library Personnel Resources
American Library Association
50 East Huron Street
Chicago, IL 60611
Phone: 800-545-2433, ext. 4278 or 312-280-4278
Fax: 312-280-3256
e-mail: lswader@ala.org

ALA Executive Committee Liaison

Patricia H. Smith, Executive Director
Texas Library Association
3355 Bee Cave Road, Suite 401
Austin, TX 78746-6763
Phone: 512-328-1518; 512-328-8852
Fax: 800-580-2852
e-mail: pats@txla.org

Book Reviews



The Ultimate Training Workshop Handbook: A Comprehensive Guide to Leading Successful Workshops & Training Programs by Bruce Klatt. McGraw-Hill, 1999.

This comprehensive guide answers in detail questions ranging from “How do I make sure trainees come ready and eager to learn?” to “How do I evaluate the workshop?” State-of-the-art methods, models, and techniques are presented. Also included are reproducible checklists, diagrams, models, forms, and questionnaires that could save hours of prep time.

Of special interest to independent consultants and trainers is a section on how to contract with clients, participants, and yourself to ensure agreement on purpose and goals.



Basic Training for Trainers : A Handbook for New Trainers by Gary Kroehnert. McGraw-Hill, 1995.

An ideal primer for first-time trainers, this book touches on every aspect of training theory and practice from applying the latest adult and group learning concepts to arranging and equipping a training room. The presentation is straightforward and includes lots of lighthearted illustrations, sample forms, checklists, questionnaires, and other aids.

Written specifically for first time trainers, it is a user-friendly handbook and has lots of practical ideas about needs analysis, motivation, measuring results, training aids, contract learning, etc. relevant for all trainers.

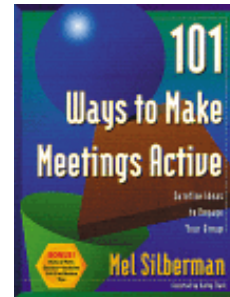


101 Stupid Things Trainers Do to Sabotage Success by Nancy Stern. Jossey-Bass, 1995.

Have you ever put a great deal of time and effort into a training program, only to end up unintentionally sabotaging your success with one little slip-up?

Using experiences of dozens of professionals, this book shows you how to avoid common mistakes and turn potential bombshells into strategies for success.

Filled with humor and honest reasons why not to do so many of the things we often do, the book is practical and fun to read. The suggestions are easy to digest and apply.



101 Ways to Make Meetings Active: Surefire Ideas to Engage Your Group by Mel Silberman. Pfeiffer, 1999.

This book includes tips, tactics, and simple strategies to brighten up meetings and move the action along while successfully fulfilling goals and objectives.

The book’s goal is to help you turn boring meetings into engaging sessions that tap the potential of work groups. Topics include: how to prepare a meeting, warm up the attendees stimulate discussion, facilitate creative problem solving, manage conflict, build consensus, and close with a bang.

A special feature is the ‘nuts and bolts’ section that contains 140 field-tested facilitation tips.

What's New in Learning Jargon

TechLearn Trends, a free monthly e-mail newsletter, published by The MASIE Center, announced a new feature: "phrase and jargon" checks. Counts of learning phrases will be presented based on a search of Lexis-Nexis for mentions in major publications over the past 60 days. Here are some examples: E-Learning: 23, Web Based Training: 113, Application Service Provider: 691, On Line Learning: 233, Distance Learning: 1458, Learning Portals: 23. Chief Learning Officer: 15.

I also found the following tidbit chock full of jargon. Elliott Masie facilitated a dialogue with a group of training and learning executives in the UK. Below are the factors they discussed as driving corporate demand for Digital Collaboration:

- **Cycle Time:** desire to reduce the cycle time for the distribution of knowledge throughout the enterprise.
- **Globalization:** need to hit every corner of the enterprise at the same time
(e.g. from the Mailroom to Remote Offices)
- **Live to Stored:** requirement of taking live events and using elements as the core of stored, asynchronous knowledge offerings.
- **Granularization:** reality that many folks only want to participate in a small chunk of a meeting or event.
- **Engagement:** need to get immediate feedback and data from the organization on proposed actions.
- **Knowledge Management:** capacity to capture, treat and deploy knowledge for strategic objectives.

To subscribe to the newsletter visit the website at <http://www.masie.com/list/>

CLENExchange
906 Q Street
Sacramento, CA 95814-6416