

# CLENEExchange

December 2004

“School ends, but education doesn’t.”

Volume 21, Number 2

## Keeping Up With E-Learning Trends Online

by Gail McGovern, consultant, (gmcgovern@macnexus.org)

Keeping up with trends in e-learning is essential for those involved in staff development and training. Where should you go to get your regular dose of info? The Internet seems a logical answer. The two websites described below will help you stay on top of the latest developments and research about using technology efficiently and effectively for learning. Not only are the sites provided by creditable sources, but are also easy-to-navigate!



**Learning Circuits** – [www.learningcircuits.org](http://www.learningcircuits.org)  
Whether you are an American Society for Training and Development (ASTD) member or not, you may visit this site and/or sign up to receive LC Express, a FREE bi-weekly e-mail newsletter. FREE features include: articles on a variety of topics (e.g. design & development, management & implementation, tools & technology, ROI & evaluation, trends & research); blog; demos & free trials (demos of training software, web services); other resources (glossary, calendar, links).

Note: ASTD members have access to a variety of additional features on e-learning as well as other training and development topics: article archives, case studies, searching and printing of articles from magazines (T+D and Technical Training),

product reviews, membership in ExecuBooks, an online library of book summaries of the best in business literature, full text research reports and HR white papers.



**The Masie Center** – [www.masie.com](http://www.masie.com)  
The MASIE Center bills itself as “an international e-lab and ThinkTank located in Saratoga Springs, NY—dedicated to exploring the intersection of learning and technology.”

Founder Elliott Masie describes himself as “an internationally recognized futurist, analyst, researcher and humorist on the critical topics of technology, business, learning and workplace productivity” and as the first analyst to use the term e-Learning.

I first became aware of him when I came across his *Training & Computers Guidebook* at the 1987 ASTD national conference and was impressed by his clarity and thoroughness. Unfortunately, his *Computer Training Handbook: Strategies for*

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The **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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**SUBSCRIPTION** questions (e.g. missing issues, address change) should be sent to:

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## Upcoming Conferences

### **ALA Midwinter**

January 14-19, 2005 - Boston

January 20-25, 2006 - San Antonio

January 19-24, 2007 - Seattle

### **ALA Annual**

June 23-June 29, 2005 - Chicago

June 22-June 28, 2006 - New Orleans

June 21-June 27, 2007 - Washington, D.C.

### **Public Library Association**

March 20-25, 2005 - Boston

March 25-29, 2007 - Minneapolis

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THE AMERICAN MANAGEMENT ASSOCIATION!



All CLENE members are  
AMA PREFERRED PROFESSIONAL MEMBERS  
and entitled to member only benefits. See the AMA Website at  
<http://www.amanet.org/index.htm>

**To take advantage of the member only benefits,  
contact Barbara Rittinger at [brittinger@arlingtonva.us](mailto:brittinger@arlingtonva.us)  
for the CLENE member number and members access website.**

# Keys to Dealing with the Multi-generational Workforce

by Gail McGovern, consultant, ([gmcgovern@macnexus.org](mailto:gmcgovern@macnexus.org))

Meeting the needs of a multi-generational workforce is one of the hot HR/training issues at the members only area\* of the American Management Association (AMA) website. The teaser description of an article entitled *Meeting the Needs of a Multi-generational Workforce* is “If your organization doesn’t understand and adapt to the differences between Traditionalists, Boomers, Gen Xers and Millennials, it stands to lose its best employees.”

Immediately after reading the description, I turned to my bookshelf to thumb through the pages I had marked in Morris Massey’s book, *The People Puzzle: Understanding Yourself and Others*. Massey was the first author whose works made a significant impact on my thinking about workforce interactions. Both his book and his video, entitled *What You Are Is Where You Were When* made me aware of generational programming in 1979 (I was 34 then).

Even though the jargon has changed somewhat over the years, I still recommend Massey’s work to elucidate the topic. See if your library has a copy.

The AMA article emphasizes the following points:

- At first glance it may be difficult to understand why it’s important to meet the needs of four different generations working side-by-side. After all, each individual person has unique goals, work habits and job strengths.
- The answer is in the numbers. The Bureau of Labor Statistics predicts 168 million jobs will be available in 2010, with an available workforce of only 158 million people.
- Factor in that the 55-and-older age group’s share of the labor force will grow from 14 to 19 percent in the next eight years, and is it important to see why traditionalists and boomers must work together with genXers and millennials to bridge the knowledge and employment gap.
- Keep in mind that the days of a one-size-fits-all management style, work schedule or benefits are gone. To remain competitive in recruiting fresh talent and retaining current employees, tailor your

programs to meet multi-generational needs.

- Heed the importance of educating workers to be sensitive to generational differences in the hopes that if they “are aware that differing work styles often stem from generational differences, they will be more willing to cooperate with a co-worker, rather than act in a negative way.” For example, traditionalists and boomers often feel comfortable with a “top-down” management style, while gen-Xers and millennials tend to place more value on knowledge and teamwork.
- Make sure that older and younger generations work together to bridge the knowledge and employment gap—i.e. gen-Xers and millennials are needed in the workforce not only for their leadership and innovation, but also to fill the gap left by retiring employees.
- Offer older workers approaching retirement the option for part-time employment.
- Provide flexible work schedules for Xers and millennials concerned with work/life balance.
- Provide performance incentives, in addition to tenure-based awards, for employees who are more interested in opportunities to learn and grow, rather than establishing longevity.

**\*Note: since CLENE is a corporate member of AMA, all CLENE members are eligible to use this AMA members only benefit. Request information from Barbara Rittinger by e-mail at [brittinger@arlingtonva.us](mailto:brittinger@arlingtonva.us)**

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*E-learning continued from page 1*

*Helping People to Learn Technology* has not been updated since the 2nd edition came out in 1997.

The website features include: research & articles (be sure to download the FREE pdf of his 140 page digital book, *701 e-Learning Tips* and check out the archives of the *TRENDS* e-mail newsletter) and research grant reports (four 2003 grants).

You can also sign up to receive *TRENDS by Elliott Masie*, a FREE e-mail occasional newsletter about e-learning trends and events.

## Member Profile: Peter J. Bromberg

by Mary Stillwell, Seattle Public Library, (mary@catts.us)



**Name:** Peter J. Bromberg

**Organization and Position:** Program Development Coordinator and Webmaster for the South Jersey Regional Library Cooperative (SJRLC), in Gibbsboro, NJ.

**How long have you had that job:** 3 ½ years

**Describe your typical work responsibilities:**

One of the many reasons that I love my job so much is that there isn't much that's "typical." Every day is different, and I'm lucky to enjoy a lot of variety. Having said that, one of my main responsibilities is to provide training and staff development offerings to the staff of our 625 member libraries. That includes everything from a 3 hour PowerPoint class to a 3 day reference class, and everything in between. I put out training schedules every 2-3 months, so I am doing constant needs assessment to make sure we're offering the classes and workshops our members need, but also trying to stay tuned in to trends and current realities to offer relevant training even if

I'm not necessarily being asked for it. In addition to my CE duties, I help manage New Jersey's statewide virtual reference project, QandANJ.org, and work with the State Library, and the other NJ Regional Library Cooperatives on varied joint initiatives.

**What was your most interesting library-related job before your present position, and why?** I don't mean this as a cop out, but every job I've had has been the most interesting job at the time I had it. My last position was as Head of Reference at the Camden County Library (NJ). I enjoyed the challenge of supervising a large staff, and learning creative ways to support, motivate and challenge them, while empowering everyone to give excellent customer service. We also served as second level reference for all libraries in the state of New Jersey, which challenged us to always be at our best. There were very few dull moments, in the best sense.

**What was your most interesting non-library related job? Why?** Can I cop out again? I suppose the most interesting non-library job was working in a group home taking care of thirteen men who ranged from mildly to profoundly retarded. It's interesting that many people say, "That must have been difficult," but the work itself wasn't difficult per se. It was actually very rewarding. I like people and I like helping, so in that sense it could be quite joyful. The difficult part of the job was that we were understaffed and not supported or treated well by management, which is why I ultimately left. That's a pretty valuable lesson that has stayed with me, and as a supervisor I've always tried to be honest and direct with praise and feedback. The other job I wanted to mention was working for Nordstrom. It's not that the job was interesting, so much as it was a valuable learning experience to be part of such a healthy and positive organizational culture. My experience was that Nordstrom management valued and completely trusted employees, and they

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*CLENExchange December 2004*

# 2005 Training Showcase

Date: Saturday, June 25th

Time: 1:00 - 4:00 p.m.

Annual Conference - Chicago

## Call for Presenters

If you are interested in being a presenter at the showcase, please visit the CLENE web site to submit a proposal.

Application deadline: January 5, 2005

This poster session will allow you to converse and network with presenters, who will highlight their continuing education, staff development, and training initiatives.



A program by the  
Continuing Education  
and Network Exchange  
Round Table.

For more info see the CLENE website at <http://www.ala.org/clene>

understood that excellent customer service was the result.

**How did you become a training librarian?** I just gravitated toward teaching. Back in 1995 I developed a class on how to use the Internet – it was a Lynx-based class, just to put this in perspective. I had gone to a number of Internet classes where the trainer had spent the first hour giving the history of the Internet, which I found extremely frustrating. So I decided to develop my own class and called it something like, “The Internet: how to get on, how to get going (without all those boring details).” I presented it at a conference and for a local university, and got good evaluations, and enjoyed myself very much. I’ve continued to do training in all of my jobs, and a little on the side. Frankly, I’d like to do more, but there’s only so much time in the day!

**What training/CE activities do you do at work?** As a program development coordinator I focus more on needs assessment and delivery of workshops, rather than on the direct provision of training. In a given year I might schedule upwards of 100 classes, with an eye on giving our member libraries the skills they need to offer good service. When I do train, it’s often tangential to my specific job responsibilities. For instance, I train a few lessons for New Jersey’s Train-the-Trainer workshop, and co-train a lesson on Goal-Setting with Kathy Schalk-Greene for an ongoing Supervisory series of workshops. But these are extracurricular and aren’t a requirement of my job. I’m thankful that my organization allows me the time to participate in these initiatives.

**If you could ask CLENE members for advice or tips about something, what would it be?** Any advice on successful time-management strategies would be welcome!

**How long have you been a CLENE member? What prompted you to join?** I’ve been a CLENE member since the summer of 2001 and a Board Member since July, 2002. I was prompted to join by Kathy Schalk-Greene. She previously held my position at SJRLC. When I started in June, 2001, Kathy was wonderful in mentoring me

into my new position. She encouraged me to join CLENE both for the practical value of learning from so many other CE people, and for the joy of interacting and forming friendships with the wonderful folks who gravitate to CLENE. Thanks Kathy!

**What is the most helpful training resource you use on a regular basis?** The student workbook from the Train the Trainer program I went through in 1998. I appreciate the linear, structured approach that it offers, which helps balance out my non-linear tendencies. It also helps keep me focused on the question, “What change in behavior do I want to see as a result of this training?”

**What is your favorite place that you have traveled and why?** The Sylvia Beach Hotel in Newport, Oregon. My wife and I got married there, so it’s pretty special to me.

**What is your favorite thing to do when you attend library conferences?** I love to catch up with friends and colleagues from other states that I only get to see once a year. I’m an extrovert, so I get a kick out of the non-stop interaction with the variety of people you meet at conferences. If I get one good idea, or attend one good program, I think the conference is a success. The David Hutchens program the CLENE sponsored in Toronto in 2003 was one of the programs that made the whole trip worthwhile. We ended up bringing David back to New Jersey to keynote at the SJRLC Membership meeting last Spring. The evaluations were fantastic!

**What is the biggest training disaster you have ever experienced? What did you learn from it?** I’ve never experienced a real blow-out disaster, which is probably a little luck, and a little preparation—I do backups of my backups. The biggest problem I experienced was being brought in to a public library to do reference training for 20, and found that they had signed up 30. There was no meeting space to do the program, and there was a shortage of chairs and tables. I ended up having to make a bunch of trips up and down stairs lugging chairs, moving tables and working

## Advice from ASTD on Dealing with Difficult Trainees

What do you do when you face a difficult and disruptive participant in a workshop? Here are some tips on how to diffuse problem training situations I found in an article in the November 2004 issue of *T+D* magazine, from the American Society for Training & Development (ASTD). The article, entitled, *Managing Difficult Participants*, was adapted by Tora Estep, editor of *Infoline*, from the September 2004 issue of *Infoline*\*.

- Remember that difficult behavior in a training session is rarely personal—in your mind, label the situation as dealing with disruptive **behavior** rather than a difficult trainee
- Deal with side conversations by moving toward those speaking while continuing to make your points (don't look directly at them)
- When a participant is monopolizing group dialog, acknowledge the value of his/her comments and then tell the person you'd like to open up the discussion to other participants—if possible call on another person by name.
- Don't assume that a participant doing other work during the session is being purposely rude—ask at a break if the session is meeting his/her needs.

If the person is truly under too much pressure to participate that day, offer to have her/him come to a future session.

- Don't lose patience with someone who is on the wrong track. Try to agree with one thing s/he said and determine what concepts s/he is having difficulty grasping and use an analogy or an example that would better explain your point
- If one person is bent on **not** learning and on disrupting the learning for others, take a break or assign an exercise during which you can take that person aside. Tell the person that the behavior is unacceptable and if it continues you will have to contact his/her supervisor.

\**Infolines* are how-to oriented booklets published by ASTD that deal with hot training issues. In 16 pages, they describe how to carry out various business and training practices step-by-step and offer up-to-date tips, tools, job aids, and additional resources. They are aimed at beginning training and performance professionals to help them will carry out new tasks in a flash, however, seasoned trainers find new methods and ideas. Check out *Infoline* topics available for sale at the ASTD website—[www.astd.org/astd/Publications/infoline/](http://www.astd.org/astd/Publications/infoline/)

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up quite a sweat. In the end, we had to cram a lot of librarians into a small space, that was smack in the middle of the reference department while the library was still open to customers. Not optimal, but it worked out OK in the end.

**What do you do for fun?** I love to play tennis, listen to music, play my guitar (just learning!), read, do the Sunday puzzle with my wife, and spend time laughing and conversing with friends and family.

**Note: If you would like to be interviewed for a future issue of the CLENExchange, contact Mary Stillwell at [mary@catts.us](mailto:mary@catts.us)**

## Change in Vice President

Marie Bryan, elected vice-president/president elect of CLENE for 2004-2005, began her new position as director of the Chicago House Library in Luxor, Egypt on October 28! An article about Marie's experiences will be featured in the March 2005 issue of the CLENExchange. If you want to be added to Marie's e-mail newsletter about her experiences living and working in Egypt, contact her at [mebryan@usa.net](mailto:mebryan@usa.net)

Anne Masters, 2004-2005 Board Member, has agreed to fill out Marie's term as CLENE's vice-president. Anne is Associate Director for Training and System Services at the Pioneer Library System located in Norman, OK.

# CLENE Events at Midwinter

## ALA Midwinter Conference January 14-19, 2005, Boston CLENE Meetings

|                      |                        |                            |                 |
|----------------------|------------------------|----------------------------|-----------------|
| Friday, January 14   | 5:00 p.m. - 9:00 p.m.  | Strategic Planning Meeting | WEST Parliament |
| Saturday, January 15 | 9:30 a.m. - 12:30 p.m. | Board Meeting              | SHER Beacon G   |
| Sunday, January 15   | 2:00 p.m. - 4:00 p.m.  | Showcase Planning Meeting  | SHER Jefferson  |

For more information from ALA about the conference, see the website at  
<http://www.ala.org/ala/eventsandconferencesb/midwinter/2005/home.htm>



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