

CLENEExchange

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“School ends, but education doesn’t.”

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“It Was Fun and I Learned a Lot!” Training Student Employees on Intellectual Freedom

by Kate Laughlin and Mary Ross, Seattle Public Library
(Kate.Laughlin@spl.org and Mary.Ross@spl.org)

When we set out to train our student employees on intellectual freedom, we knew that we had to customize our existing IF training content to a unique audience.

At the Seattle Public Library (SPL), all employees receive training on intellectual freedom. At SPL “all employees” literally means everyone—from pages to delivery drivers to librarians to maintenance workers. Training all employees on this core value ensures their common understanding of intellectual freedom and their accountability for applying the library’s IF policies.

After two years of successfully training all regular status employees, we were ready to tackle the training for our student assistants, temporary employees who must be enrolled in school while they are employed at the library.

From previous training efforts, we knew that these young, entry-level employees are a diverse group and that many are the children of immigrant parents, or immigrants themselves. There were reports that the student assistants were quiet, reluctant to actively participate and appeared disinterested in previous training sessions. We also knew that normal training schedules were often in conflict with their school schedules.

Our goals for the training were to:

- Create a positive and comfortable learning environment that would encourage their active participation.
- Use examples and scenarios that they would recognize as relevant to their own work.

- Stimulate their curiosity and desire to learn more about the topic.
- Ensure their understanding of intellectual freedom as a core library value.



Mary Ross had attended an Accelerated Learning workshop presented by Dave Meier (see <http://www.alcenter.com/alindex.html> for more information) and was excited by the possibilities for designing learner-centered experiences.

Fortunately, we were working with well-designed content developed for training our regular status employees. It is highly interactive, including a matching exercise, small group discussions of realistic scenarios and find-the answer activities. There’s lots of moving around and working in small groups. We realized that the content could be further customized for the student assistants. Scenarios were re-written to be relevant to their lives and work. Examples are provided here in *italics*. Some activities were simplified, with more emphasis on active participation.

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<http://www.ala.org/ala/clenert/officers/officers.htm>

Several student assistants reviewed the training materials in advance and gave us feedback for improvements.

“Brian is a high school student who works at the Central Library. While at work, he notices the large number of people using the computers on the fifth floor. Every day the area is full of people using the Internet, including some who are viewing pornography. The privacy screens help somewhat but it isn’t a secret what’s being viewed. At dinner one night, Brian’s mom asks him what he thinks about the library providing unfiltered Internet access. These are taxpayer dollars, she says, that are paying for free porn. Why is the library providing this? And why don’t they stop kids from seeing this garbage? They can’t do that on the school library computers, can they? What could Brian say in response?”

To deliver this training to the students, we recruited two of our experienced IF trainers. One is a teen services librarian and the other is a library gardener, formerly a high school teacher.

To create a positive learning environment we purchased large posters from ALA Graphics (among them were Emily the Strange, the Simpsons, and Lemony Snicket) to decorate the walls of the training room. Handheld whiteboard paddles from Trainers Warehouse could be used by even the shyest participant for responses to questions and for creative expression. (Take a look at <http://www.trainerswarehouse.com/prodinfo.asp?number=WBOP>) And borrowing an Accelerated Learning idea, we put cups with brightly colored markers and pipe cleaners on each table.

Question: “What are the pipe cleaners for?”

Answer: “Just for fun!”



Photographs from the training show tables full of pipe cleaner creations, students engaged in lively discussions and an atmosphere of fun while learning.

Comments in the evaluations indicate the positive reactions of the student assistants.

“This was one of the best trainings that I’ve been to, in and outside of SPL. Thank you! I had an excellent time.”

“Pipe cleaners were genius! The boards were fun!!”

“It was good how you guys moved us around. It gave us a chance to interact more.”

“I felt the training was very useful, not just for working at the library but outside of the library too.”

“You guys were cool. I liked it. Hopefully I will be able to do this again.”

There was evidence that we had stimulated their curiosity about the topic of intellectual freedom in comments such as, “I think I’ll look into these subjects outside of training.” Students asked questions about library policies, public forum doctrine and its application on their university campus, and adults requesting filtered Internet access. Questions that couldn’t be answered on the spot were referred to our library experts, with the answers e-mailed back to the group.

Potentially dull policies and procedures took on a new life when we asked the students to apply them to scenarios that they recognized as real to their library experience.

“Amy is a student assistant. She loves shelving the picture books and enjoys seeing how parents and small children share picture books in the rocking chair in the children’s room. Lately she is very concerned about one of the picture books, Heather Has Two Mommies. She has seen small children take it out of the picture book shelves, open it up and then look puzzled by the content. Often they ask a parent to explain why there are two mommies instead of a mommy and a daddy? She has seen

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Member Profile: Janie Hermann

by Gail McGovern, Planning and Training Wizard, (gmcgovern@macnexus.org)



Name: Janie L. Hermann

Organization and your position there:

Programming Coordinator/Technology Training Librarian at Princeton Public Library, Princeton NJ

How long have you had that job?

It will be 8 years this October

Describe your typical work responsibilities:

- **Technology Training:** I develop the content, plans and schedule for the library's public technology training classes (20+ sessions per month) and provide training to library staff to improve their technical competencies and instructional capabilities. I am also responsible for overseeing the day-to-day operation of the Tech Center, supervising the library's Tech Aides, and making purchase recommendations to keep the Tech Center current in terms of software and hardware.
- **Programming:** As the library's Programming Coordinator I oversee and coordinate the 1,000+ programs, story times, book discussion groups and training sessions that PPL offers on an annual basis. I am the chair of the Program Team at the library and am responsible for ensuring that all

departments work together to provide a variety of interesting and informative programs for our community.

- **Reference and Reader's Services:** A significant portion of my job is spent in a public service capacity assisting library customers in the use of the library's resources for their reading, viewing, research and information needs.

What was your most interesting library-related job before your present position? Why?

I spent 5 months at the National Library of Canada in a full-time position for a co-op work term during my time at library school. I worked for the Children's Literature Services helping them develop Internet strategies back in the early days of the Web (1995). It was fascinating to work in Ottawa (Canada's capital) and I was in awe almost daily at the immensity and depth of the collection housed by the National Library of Canada. It was just a really cool job.

Where did you earn your MLS? The University of Western Ontario in London, Ontario

What is the most helpful training resource that you use on a regular basis?

WebJunction (<http://www.wejunction.org>) is a source of many great lesson plans and they have community forums where you can discuss training issues, ideas and much more. It is a wealth of information and resources.

Describe your best training idea to share with CLENE members.

This is not all that original, in fact it is something that I learned from my many years of involvement with the New Jersey Train the Trainer's group: Use a "parking lot" for questions that are off-topic or will derail your training session. If a student asks a question that you can't answer quickly or is off-topic, use chart paper or white board to "park" the question. Simply write the question down and

See Profile continued on page 6

how parents become embarrassed and quickly shove the book back in the bin or put it on top of a high shelf. Amy has a solution to the problem of the parents' embarrassment. Why not label the book to go in the Parenting Collection? That way it will be found by those who are looking for this type of book, not by small children who are just browsing the picture book shelves. Isn't it more appropriate in that collection so that a parent can explain about different types of families? Amy will suggest that to the children's librarian.

Which SPL policies and interpretations of the Library Bill of Rights apply to this scenario? What should the children's librarian do?"

We initiated discussions about their personal values, the library's confidentiality policy and how patron privacy is connected with intellectual freedom.

"Carley works in a branch library located in the neighborhood where she lives. She enjoys talking to library patrons about the books they check out. Often she finds out about their interests and hobbies through these across-the-counter chats. Last week, Carley saw Mr. Smith, her former English teacher, and they exchanged information about their mutual high school acquaintances.

Today, as Carley is shelving reserves to be picked up, she comes across Mr. Smith's name on a reserve slip. She takes a closer look at the book that Mr. Smith requested. The title is Glamour Photography and it is about lighting and equipment for Playboy-style photography of nude women. Carley thinks that this is an inappropriate hobby for a teacher. Out of curiosity, Carley looks at Mr. Smith's hold list to see if this is typical of the kind of books he reserves. When she sees several other titles on the same topic, she feels disappointed that someone she respects as a teacher could have such a sexist hobby.

Later that day, Mr. Smith comes into the library to pick up his reserved book and Carley is working at the checkout counter.

What dilemmas does Carley face?"

What did we learn from this training that we will

apply to future training sessions for students?

- We learned that providing food helps their learning.
- The scheduling of training needs to fit their school and work obligations.
- Providing pipe cleaners or other manipulative objects helps them focus mentally while being engaged physically.
- The whiteboard paddles provide a safe and enjoyable way to express their opinions non-verbally.
- The students are the experts on what is relevant and realistic to them, so involve them in the review and testing of training content.
- And finally, word-of-mouth is the most powerful marketing tool. In the staff elevator I heard one student assistant say to another, "It was fun and I learned a lot!" That's the best recommendation for a training session.

(You can see additional photos from the training at <http://tinyurl.com/pfza3>)

Kate Laughlin coordinates training programs for the Seattle Public Library and Mary Ross manages the staff training and development plan.



Good CLENE Fun Program at ALA in New Orleans

Using Interactive Games to Energize Meetings and Training

CLENE once again offered Good CLENE Fun, a highly acclaimed experiential session to help attendees learn how to use a variety of interactive games designed to energize team meetings, staff development sessions or computer training workshops.

The program began with key points to remember:

- Start simple.
- Choose something that fits your style.
- Make sure that games relate your training point or meeting agenda.
- Keep instructions simple and clear.
- Demonstrate yourself how “the game is played”.
- Write or post instructions, so people don’t wonder, “What am I supposed to do again?”
- Never force fun. It is inevitable that someone isn’t going to want to play.

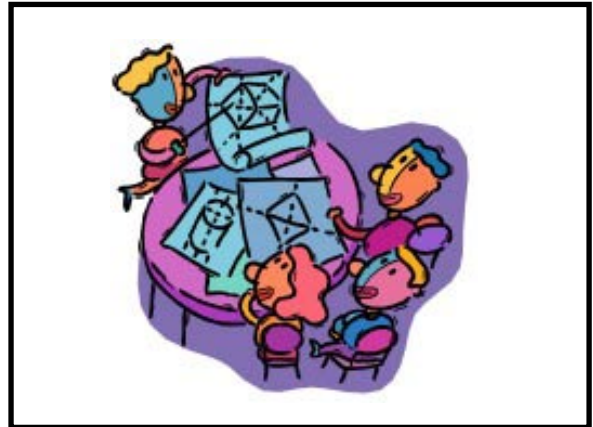
Engage ALL of your learner’s senses: make use of sound, color and tactile props

- Have music playing before the workshop begins.
- Noisemakers are great ways to bring people back together after breaks.
- A variety of colored markers make training points “stand out”
- Simple props can be found anywhere. Toys, such as legos©, scattered on tables signal, “This is going to be an interesting experience”

Next, small groups moved through a number of quick, highly interactive round table sessions to participate in several exercises.

Presenters included: Judy Card, First Regional Library System (MS), Heather Dray, SOLINET (GA), Kenna Forsyth, Maryland Association of Nonprofit Organizations (MD), Marianne Lenox, Huntsville - Madison County Public Library (AL), Dawn Lowe-Wincentsen, Florida State University Libraries (FL), Jasmine Posey, Greenwich Library (CT), Cal Shepard, SOLINET (GA), and Pat Taviss, Pat Taviss Consulting (AZ)

Samples of the presentation handouts are included on pages 7-11 of this issue. Each sample is labelled as a handout and includes the e-mail address of the presenter.



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assure the student that you will answer it at the end of the class if there is time or one-on-one after class has ended if time has run out. It acknowledges the validity of the question while allowing you to stay on track with training.

What is your favorite place that you have traveled and why? Russia is the winner by far! My husband and I traveled there 3 times between March-July of 2004 in order to adopt our son Alex. Not only did we fall in love with Alex, but we fell in love with the country and the people too. St. Petersburg is an historic city of true beauty and our trips to Russia will always hold a place in our hearts.

What is your favorite thing to do when you attend library conferences? Network. I like to go to sessions that allow me to interact with my colleagues and I also try to attend lots of social functions where I can mingle on a more informal level. I have made many valuable connections at conferences by making sure I attend networking events.

What is the biggest training disaster you have ever experienced? What did you learn from it? My biggest training disaster was when I was doing a job interview that required me to teach a lesson before the interviewing committee. I was so proud because I had made a custom background for my PowerPoint slideshow and put in all sorts of new special effects. I almost died from embarrassment when I was led into a lab full of Macs and realized that my slideshow would not work – in my rush to prepare for the interview I did not ask about the computer facilities. Luckily, I had the slides printed out for the audience and was able to salvage some of my dignity by forging ahead with the content (but I didn’t get the job).

Good CLENE Fun Handout Trainer Instructions for A Read and Do Test

submitted by Jasmine Posey (jposey@greenwichlibrary.org)

Editor's Note: Versions of this activity may be found in a variety of Web and print sources on training games and activities. One version is available at http://www.kathyfirkins.com/articles/read_do_test.pdf.

OBJECTIVE

To show, in a humorous way, that people often fail to read and/or follow directions.

MATERIALS REQUIRED

Copies of the **A Read and Do** test and pencils or pens for all participants.

PROCEDURE

Distribute a copy of the **A Read and Do** test to each participant. Ask them to keep the test face down until everyone has a copy. Explain that this is a timed test with a maximum time of 3 minutes allowed to complete the task. Offer no further instructions of any kind. Then state "Okay? Ready, set, go!"

A Read and Do Test

Time Limit: 3 minutes

Can you follow instructions?

1. Read all that follows before doing anything.
2. Write your name in the upper right-hand corner of this page.
3. Circle the word "corner" in sentence two.
4. Draw five small squares in the upper left-hand corner of this page.
5. Put an "X" on each square.
6. Put a circle around each square.
7. Sign your name under line 5.
8. After your name, write "yes, yes, yes".
9. Put a circle around number 7.
10. Put an "X" in the lower left-hand corner of this page.
11. Draw a triangle around the "X" you just made.
12. Call out your first name when you get to this point in the test.
13. If you think that you have followed directions carefully to this point, call out, "I have!"
14. On the reverse side of this paper, add 6950 and 9805.
15. Put a circle around your answer.
16. Count out loud, in your normal speaking voice, from 10-1.
17. Put three small pin or pencil holes in the top of this page.
18. If you are the first person to get this far, yell out, "I am the first person to get to this spot and I am the leader in following directions."
19. Say out loud, "I am nearly finished. I have followed directions".
20. Now that you have finished reading carefully do only those things called for in the sentences numbered 1 and 2. Did you read everything on this page before doing anything?

Note: Please be quiet and watch the others follow directions.

Good CLENE Fun Handout

Library Employee Bingo

submitted by Dawn Lowe-Wincentsen (dlowewin@mailier.fsu.edu)

Get to know your fellow employees and see which of these characteristics fits them. Have them mark their initials in the square of that characteristic. When you make a row horizontally, vertically or diagonally call out Bingo. You may only use an employee for one characteristic, and you may not use yourself. (Remember the instructors are also library employees)

Has a teenage child	Volunteers for a community service organization	Has traveled outside USA	Reads books for pleasure	Went/ goes to FSU
Has never seen snow	Owens a tape deck and tapes	Owens Red shoes	Has more than one species of pet	Has arts and crafts hobbies
Has seen all six Star Wars movies	Owens an Apple Computer	FREE SPACE	Has license to drive something other than passenger car	Born west of the Mississippi River
Speaks a language other than English	Trained in CPR or first aid	Is a military veteran	Born before 1980	Has more than one cell phone
Uses Instant Messaging	Born after 1980	Owens a car 10 or more years old	Has child under 5 years old	Does not own a home computer

Good CLENE Fun Handout Icebreakers

submitted by Heather Dray (hdray@solinet.net)

Body Parts

This is a good icebreaker to help generate excitement and demonstrate the power of team work.

Tell everyone they have 3 minutes to write down 10 body parts that are 3 letters long (and to keep it clean!)

Once the 3 minutes is up, ask who has written down 10 body parts that are three letters long. No one ever does!! Now, ask the group to shout out what they've written and write their answers on a flip chart. Hopefully, you will end up with 10 keepers! Here are 11 acceptable answers:

Arm
Leg
Ear
Hip
Jaw
Lip
Toe
Eye
Rib
Lid
Gum

The success of the group to come up with 10 collectively demonstrates the power of teamwork! We are stronger as a group!!

These 2 icebreakers are great ways to have participants introduce themselves!

Alphabetical Lineup

Ask participants to line up in alphabetical order by their first names *without talking to each other*. (Name tags can be given out after this activity is over.)

What's in a Name?

Have participants introduce themselves to the group and then share any of the following about their names:

- What I like or dislike about my name
- Who I was named after
- A nickname that I like or dislike
- The origin of my name

Good CLENE Fun Handout
The Viral Library
The Image of Libraries, Librarians and Library Staff in Viral Video

A Staff Training Opportunity from HMCPL Staff Training and Development

submitted by Marianne Lenox (mlenox@hpl.lib.al.us)

What is a Viral Video? From Wikipedia.org: The term Viral Video refers to video content which gains widespread popularity through the process of Internet sharing, typically through e-mail messages and media sharing websites.

Viral videos are usually humorous in nature and may range from televised comedy sketches such as Saturday Night Live's Lazy Sunday to unintentionally released amateur video clips like Star Wars Kid.

While the viral video phenomenon has occurred in a largely unstructured manner, a number of organizations have attempted to adopt marketing strategies that rely on the distribution of viral video, often with mixed results.

DISCUSSION: Have you seen a Viral Video on the Web? If so, do you have any favorites?

The Stereotype of Librarians in Web Video Clips

Always a hot topic, the stereotypical Librarian is stern, mean, and often wears her hair in a bun and glasses. Shushing constantly, she never lets anyone have any real fun in the library. Let's look at our first viral video:

FILM: "The Librarian" from Archive.org. (10 minutes) A historical look at occupational choices for young people from National Guidance Films. (1947).

Man: "I'm looking for a book on Television:

Librarian: "Do you know the name of it?"

Man: "I Forget. I know it's a blue book, and it's on television."

Librarian: "I think I can help you!"

FILM: "Me? A Librarian?" (10 Minutes) Produced by the State Library of Ohio, the Ohio Library Council, and the Ohio Educational Library Media Association through a grant from the Library Services and Construction Act. <http://www.cuyahogalibrary.org/media/librarian>

DISCUSSION: Are the roles portrayed in these films stereotypical?

Library Students Get in on the Act(ing)?

FILM: "The World's Fastest Librarian" (12 Minutes)

From the University of Wisconsin School of Information Studies. The World's Fastest Librarian is a humorous tongue and cheek film that shows a different image of librarians than is usually found in films. (iTunes Video)

FILM: "Reading on a Dream: the Prangstgrüp Library Musical" (3 minutes)

http://youtube.com/watch?v=Ed_SiHIRv4A&search=library .

Those crazy theater kids invade the library.

DISCUSSION: Are the students attempting to break the stereotype? Are they succeeding?

Libraries use Viral Videos to market their own agendas...

FILM: Rock N Roll Librarian (4:51 Minutes)

<http://youtube.com/watch?v=ItCIHAKsjf4>

See Viral Handout continued on page 11
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A geeky guy is transformed by the library's resources into a rock 'n' roll star.

FILM: Library in Pass Christian, MS, during Katrina (1:22)

<http://youtube.com/watch?v=Q11KfWB7TfM&search=library>

This was shot by members of the Pass Christian Police as they took refuge in the library, which was built to withstand a Category 3 hurricane. The library, which sits about 300 yards from the Gulf of Mexico, is currently being used to house groups of volunteers that travel to Pass Christian to help clear debris and rebuild.

DISCUSSION: What are other ways Libraries could "get their word out?"

Comics Love Librarians

FILM: "Conan the Librarian" by Weird Al Yankovic (40 Seconds) <http://youtube.com/watch?v=xpTwR3giYd0&search=librarian>

The clip of Conan the Librarian from Weird Al's movie 1989 UHF.

FILM: "Almost Live Librarians" Almost Live Comedy Troupe (3:57 Minutes)

<http://youtube.com/watch?v=XIUC9NPo3W4&search=librarian> KING-TV, Seattle

DISCUSSION: What do you do when faced with stereotypes as these?

Caught on Tape!

FILM: Start Up Sound (2:32 Minutes)

<http://youtube.com/watch?v=jpgVOJPxj6U>

FILM: Pac Man Invades the University of Michigan (1:23 Minutes)

<http://youtube.com/watch?v=gEMhKY4SnRA&search=library%20love>

FILM: Library Dominoes (:22 Seconds)

<http://youtube.com/watch?v=cwihz7iZlx0>

"It can be said that I am no longer allowed at the ACES library on campus. "

FILM: Seattle Public Library (2:16 Minutes)

<http://video.google.com/videoplay?docid=4246752690102113274&q=library>

DISCUSSION: Of all the videos we've seen today, which one do you remember most and why?

Additional Sources of Icebreakers Recommended by CLENE Trainers

CLENEExchange articles about past CLENE Fun programs:

September 2002 <http://www.ala.org/ala/clenert/newsletter/clene902.pdf>

September 2001 <http://www.ala.org/ala/clenert/newsletter/clene901.pdf>

<http://adulthood.about.com/od/icebreakers/>

<http://www.ces.ncsu.edu/depts/fcs/human/icelinks.html>

<http://www.wilderdom.com/games/Icebreakers.html>

You may also want to check out the websites of well-known authors of books on training games for resources and a list of their publications

Ed Scannell <http://www.edscannell.com/>

Bob Pike <http://www.bobpikegroup.com/>

Upcoming Conferences

ALA Midwinter

January 19-24, 2007 - Seattle
January 11-16, 2008 - Philadelphia
January 23-28, 2009 - Denver
January 15-20, 2010 - Boston
January 28-February 2, 2011 - Chicago

ALA Annual

June 21-June 27, 2007 - Washington, D.C.
June 26-July 2, 2008 - Anaheim
June 9-15, 2009 - Chicago
June 24-30, 2010 - Orlando
June 23-29, 2011 - New Orleans

ACRL National Conference

March 29-April 1, 2007 - Baltimore

PLA National Conference

March 25-29, 2008 - Minneapolis

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