

CLENEExchange

December 1998

"School ends, but education doesn't."

Volume 15, Number 2

Tools to increase your training effectiveness

by Gail McGovern

Using structured learning activities (also called experiential learning) can be one of the most effective methods of training because the impact on participants is immediate and personal. The degree of impact depends both on the trainer and the participant. A trainer's style and skill in presenting a structured activity can increase or decrease the overall impact, as does an individual's readiness for learning.

An individual processes experiential learning by participating in a particular activity, reviews the experience afterward,

identifies insights from the experience and then puts the result to use. The activities can be done as individuals or in groups. It is essential for the trainer to provide an effective method of debriefing the participants after the activity to ensure that both insights and strategies for using them in real world situations are discovered.

If you have never used this type of activity, you can easily find information about them, as well as samples, in books and at websites; however, the best way to learn about them is to experience them. My favorite sources of information about learning activities are:

The Structured Experience Kit edited by J. William Pfeiffer and John E. Jones. The kit includes a user's guide, a facilitator's planning guide and 436 experiential activities. All are sorted into six categories and 45 subcategories (each separated by tabs) allowing you to easily locate specific learning designs that meet the unique goals of your audience. The standard page size (8 1/2 x 11) works well



Do you see both the young woman and the old woman? Created by cartoonist W.E. Hill and originally published in Puck, November 6, 1915, as "My Wife and My Mother-in-law," this drawing is frequently used in training to help participants explore their perceptions and assumptions.

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for handout reproduction. Each activity is rated on six dimensions—group size, time required, materials needed, affect, structural complexity, and processing complexity. The User's Guide discusses how to control potential problems, presents processing guidelines, and provides informa-

tion about creating your own structured experiences. The Facilitator's Planning Guide provides instructions on how to use the Kit as well as topical and alphabetical indexing of the activities.

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President's Message

by Judy Card

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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Congress on Professional Education - Part I

Are you concerned with the content of ALA accredited degree programs? Do you think that the "L" word (library) is an endangered term in academia? Would you like to see more communication between employers and degree program faculties? Has your organization had problems finding children's librarians and/or catalogers? Are these non-issues in your setting?

Whatever the case, The Congress on Professional Education (formerly known as the Education Summit) should be of tremendous interest. Slated to be held April 30-May 1, 1999, in Washington, D.C., this event has the potential to impact our profession for years to come.

This fall, the ALA Executive Board established a Steering Committee to plan and implement an event designed to examine issues related to the graduate education of professional librarians. The committee is structured to be representative of those most directly concerned, including CLENE.

At the Committee's first meeting in October, the following outcomes were suggested:

- Philosophy, principles, ethics of the field

- What is "the field" and is it singular or plural?

- Understanding accreditation: its role, function and purpose- What does ALA accredit? One profession or many?

- Discussion and possible consensus on core values

- Discussion and possible consensus on core competencies

- Understanding of what is happening in LIS education

- Clarification of roles: individual, association, employer, educator

- Development of relationship of professional education to training and continuing education

- Discussion of future environment; i.e. what do we expect of future grads

There was consensus that the event would not be problem-solving directly, but would focus on shared understanding, consensus and articulation of strategies.

Also brought up in relation to accreditation were recruitment, staffing levels, learning to learn by all library workers, continuing education, certification and licensing and foreign credentials. The Steering Committee will focus on the first professional degree in the broader context of these issues.

It was agreed that implementation of recommendations from the Congress would become the work of other groups throughout the profession and that broad-based commitment is essential to success.

--abstracted from Chair Ken Haycock's October 16, 1998 report to the ALA Council

CLENE's long-standing commitment to quality education encompasses all areas of learning; including masters' degree programs, continuing education opportunities and staff development offered by individual institutions for all classifications of staff. Our members include managers of large CE and staff development programs, individuals who have responsibility yet sometimes little support for ensuring learning in their organization, state library personnel and independent consultants. Many of us have expertise in adult learning theory and apply it daily in our work. We are spread across the profession in a variety of settings. These things make CLENE members ideally prepared to assist the Congress in successfully achieving its desired outcomes.

The Steering Committee seeks the input and support of the entire profession.

See President's Message continued on page 3

*President's Message
continued*

A web site will provide background information prior to the Congress. Please make the time to stay informed and to contribute to the dialog preceding the event. Attendance is limited, but you can participate through the website (it will be available soon through ALA's site), by contacting me by e-mail at (cardj@memphis.lib.tn.us) and/or other Steering Committee members.

Let's make sure CLENE's voice is heard!



Check it out

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. If you have a valuable source you would like to share with **CLENEExchange** readers, please send me an e-mail at gmcgovem@macnexus.org or a fax at 916-446-2411.



**Staff
Development
Discussion
Group
Update**

Make plans to attend the Staff Development Discussion Group at ALA Midwinter on Monday, February 1 from 2-4 p.m. Send your suggestions for discussion topics to Wendy Ramsey by December 28th. You can fax them to her at 614-645-2870 or e-mail Wendy at wramsey@cml.lib.oh.us

**Tools to increase your training effectiveness
continued**

You can keep the exercises in its sturdy carrying case or put the color-coded filing folders in a file cabinet. The young/old woman picture shown here is an example of one activity.

Besides information on the goals, group size, time required, materials needed, physical setting, process and suggested variations for conducting the activity, two discussion guides and a work sheet are included.

One suggested group discussion is how participants feel about the lives of the elderly. The work sheet includes five questions: 1. How many participants first saw a young woman? An old woman? 2. Were there any other consistent differences in perception? Did women respond differently from men? 3. Why did individuals react differently to the same stimulus? 4. What influence did the previous group discussions have on what people saw? and 5. What comparisons can you draw with real-world situations?

The kit is \$695 from Jossey-Bass/Pfeiffer. To see an incredible variety of training tools, check out their website (<http://www.pfeiffer.com>) and/or order their catalog by phone (800-274-4434).

Workshops by Thiagi. After attending a session presented by Sivasailam Thiagarajan (Thiagi) at a national American Society

for Training and Development conference, I was so impressed by his knowledge and style, that I signed up for one of his two day training workshops, entitled Games, Etc.: How to Improve Learning, Performance and Productivity.

The Thiagi website (<http://www.thiagi.com>) includes free games, tips and techniques for facilitators, tips for instructional design, quotes about games and links to other helpful sites. Workshop information is available at the site or by calling 800-996-7725.

An example of the great tips at the site is: When Your Simulation Game Bombs. Thiagi reminds you that "a simulation game does not succeed or fail. It just gives data for debriefing," and gives you specific suggestions on what to say to your audience.

An example of quotes you can find at the site is "A good simulation game answers your questions. A better simulation game questions your answers."

SandlotScience (www.SandlotScience.com) is a website "committed to making great Optical Illusions." Included are interactive illusions, artwork, books, projects, puzzles, games and more. You can save a copy of the young/old woman image pictured on the cover of this issue.

Key Trends

*From the TechLearn listserv
contributed by Marie Bryan*

Each year the MASIE Center issues a bullets of importance" summary on the key trends, issues and technologies at the core of the learning and technology field. The annual TechLearn Conference centers around these topics and additional information about them is at the MASIE website (<http://www.techlearn.com>).

- 92% of large organizations are implementing some form of network (intranet, internet) training in 1999.

- 41% currently have placed at least one course online for employees.

- 516 products, systems and new service offerings are now on the market for on-line and technology mediated learning.

- Collaboration (real time and asynchronous) capability is rapidly growing as a component of learning technology and content offerings.

- technology for administration of training and technology for content delivery and process. These two tracks are often separate and unrelated projects.

- Knowledge Management is on the radar screen of most major corporations.

- The conversation has shifted from content delivery and management rather than authoring, reflecting an

*See Key Trends
continued on page 7*

Hot Stuff!

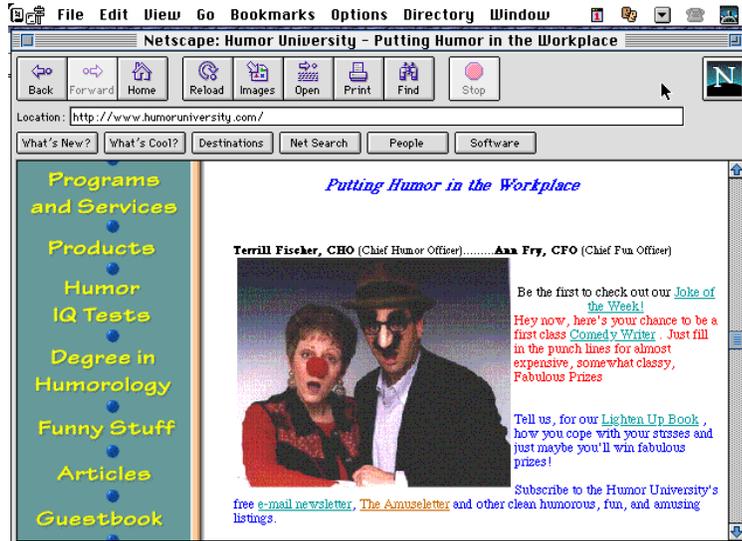
by Gail McGovern

Check out these resources for information to help you plan training sessions.

HUMOR

The Humor University website (<http://www.humoruniversity.com>) has a wide range of offerings to help you inject humor into your presentations. The Humor University has as its mission: "eradicating the disease of 'terminal seriousness' by providing the resources and teaching you how to add joy and humor into your life". Terrill Fischer, the Chief Humor Officer (CHO), bills himself as a recovering Serious Person. His background was as a management consultant and he has been involved in stand-up and improv comedy groups for the last 6 years. Ann Fry, the Chief Fun Officer (CFO), was a psychotherapist for over 20 years. For the last 10 years, she has been a corporate trainer and professional speaker. The site includes humor tips of the week, interviews with comedians, links to other sites on humor and an "am I an adrenalin junky test" you can use in training. Also, you can subscribe to the e-mail Amuseletter or attend teleclasses (e.g. The Application of Humor in the Workplace; a 4-session Telecourse, limited to 20 people, which costs \$95 and includes free follow-up coaching for a month).

The Humor Potential website



The Humor University website (<http://www.humoruniversity.com>)

(<http://www.stressed.com>) showcases Loretta LaRoche, (her MD stands for Mirth Doctor), the speaker on stress management featured in PBS videos, (Humor Your Stress and How Serious is This?). The site includes medical explanations behind the power of humor (e.g. "Hearty laughter is like an internal jog, after laughing your body goes into a relaxed state, heart rate slows, your blood pressure lowers and your immune system functioning is improved."), how to start a humor collection, and my favorite, the Humor Potential quiz booklet (you can download a copy in Adobe Acrobat format and print it out to fold into a booklet) from which you determine your humor quotient ranging from "start a humor library, you're not laughing enough"

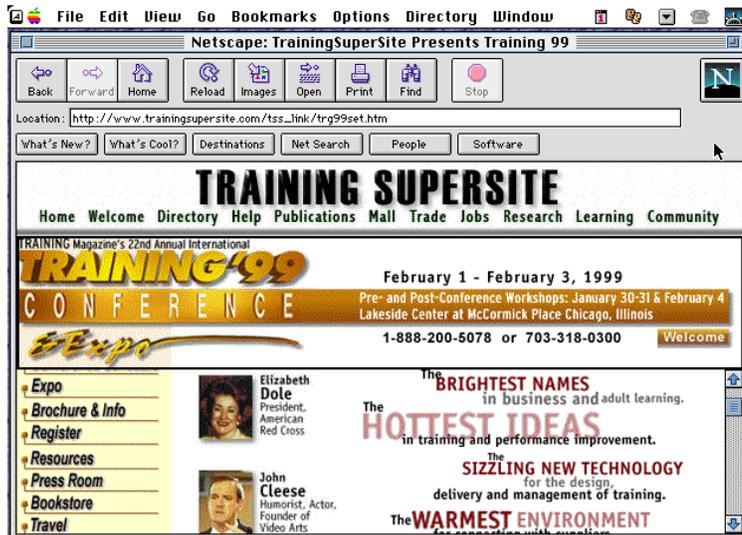
to "you're doing well, humor is an integral part of your life".

TRAINING EVENTS

Would you like to attend a conference aimed at trainers in 1999? Here are some ideas:

February 1-3, 1999, Chicago, IL, **Training '99** (Training Magazine) Keynote speakers include Elizabeth Dole, President, American Red Cross on what ordinary people can do to build an America that can meet the changes and challenges facing it; John Cleese, Humorist, Actor, Founder, Video Arts on developing an ability to combine "under-mind thinking" - the stuff of humor, whimsy and creativity - with the "conscious-

mind thinking" the business world also demands; Clifford Nass, Professor of Communication, Stanford University on implications for training design in the Virtual Age. i.e. dealing with the reality that people apply social rules to computers and other technologies, respond to faces on the computer monitor or television screen as if those people were actually present, and respond to pictures in ways that consistently conform with their responses to the natural environment; Alan Kay, Disney Fellow and Vice President, Research and Development, The Walt Disney Company on what's next for the computer, the powerful technological tool that is becoming so intimately woven into the fabric of training, education, and



Training Magazine Website (<http://www.trainingsupersite.com>)

communication and Marcus Buckingham, Senior Consultant, The Gallup School of Management on how great managers think; where they focus their energies and how they engage their employees; and how to measure and evaluate true managerial performance. More information is available at the website (<http://www.trainingsupersite.com>).

February 17-19, 1999, Kissimmee, FL. **Annual International Conference & Exposition** (American Society for Training and Development) Over 250 sessions arranged in topical tracks. Attendees from more than 80 countries. The latest training products at the industry's largest EXPO, featuring The Discovery Playground in the

Technology Pavilion and the Experiential Learning Pavilion, where interactive exhibits and scheduled demonstrations will help showcase the newest tools. More information is available at the website (<http://www.astd.org>).

April 11-14, 1999, Orlando, FL. **Annual Conference & Exposition** (Institute for International Human Resources) Designed for human resource professionals. More information is available at the website (<http://www.shrm.org>)

May 22-27, 1999, Atlanta, GA. **Annual Interactive Multimedia Conference & Exposition** (American Society for Training and Development) Designed for individuals who deal with

the application of learning technologies. Sessions address both presentation methods as well as distribution methods. More information is available at the website (<http://www.astd.org>).

October 14-16, 1999, Dallas, TX. **Annual Technical Conference & Exposition** (American Society for Training and Development) Designed for those who are responsible for boosting productivity by training employees on specific job-related skills. More information is available at the website (<http://www.astd.org>).

TRAINING WEBSITES

If you don't have the time or funds to travel to a conference, here are some websites

which provide free samples of training materials.

Bob Pike's Creative Training Techniques (<http://www.ctbobbpike.com>) This site adds new items monthly including a sample newsletter, evaluation form and puzzle you can download in Adobe Acrobat format as well as practical and useful articles such as *Ten Lessons I've Learned (plus One!) If I'm Going to Get Results from Training*. An example of one of the lessons is "Training is a process, not an event. It begins long before participants enter the classroom (or engage in any other learning activity) and doesn't end until we see results on the job."

The Dartnell Corporation (<http://www.dartnellcorp.com>) This site includes a useful archive of articles and quizzes. One quiz focusses on efficient use of the telephone. Two sample questions are: When you leave a message, do you indicate the best time to reach you on a return call? and Do you try to be friendly, but avoid lengthy small talk?

If you have questions, suggestions about topics, etc., contact Gail as follows: Gail McGovern
906 Q Street
Sacramento, CA 95814-6416
tel/fax: 916-446-2411
e-mail: gmcgovern@macnexus.org

Get Involved

Want to get involved in ALA but **NOT** over-loaded, over-whelmed, and over-committed? Work with a CLENE committee; offer your skills to help CLENE make even more of an impact; volunteer for a committee, work with dynamic leaders and feel exhilarated!

To volunteer, contact the committee chair directly by e-mail or phone:

Programming - help plan exciting national conference programs
contact: Wendy Ramsey
WRAMSEY@cml.lib.oh.us
614-645-2800

Electronic publishing - help brainstorm a new web page and listserv
contact: Kathy Schalk-Green
schalk@sjrlc.org
609-346-1222

Print publications - help plan practical booklets on a variety of topics (e.g. using focus groups)
contact: Sandy Stephan
ssstephan@islc.net
843-525-9882

CLENEExchange - advise the editor on newsletter format and content
contact: Gail McGovern
gmcgovern@maenexus.org
916-446-2411

Marketing - plan marketing strategies
contact: Mary Moore
MMOORE@statelib.wa.gov
360-704-5266

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.

IFLA 1998 Report *by Darlene E. Weingand*

The 64th IFLA General Conference on Crossroads of Information and Culture convened in Amsterdam, Netherlands August 16-21, 1998. The official registration, including exhibitors and guests, was 3328 from 120 countries. Library tours and study visits included libraries in Flanders; Rotterdam; The Hague; and Amsterdam. Public, university, research, and special libraries were included. Saturday sightseeing tours took participants to visit Swets, locations in Amsterdam, Marken and Volendam, Gouda and Schoonhoven, Zaanse Schans, Edam and Monnickendam, and Kröller-Müller Museum and the Loo Palace.

Social events included a cultural evening at the New Metropolis and Scheepvaartmuseum and an Amsterdam Disco Night. There were also pre- and post-conference tours available to delegates.

The Opening Ceremony featured a parade of characters resulting in a tableau of the famous painting by Rembrandt, "Nightwatch". Piet Schoots, former Library Manager of the Rotterdam Public Library, served as Master of Ceremonies. Both Rudi van der Velde, Chairman of the National Organizing Committee, and Christine Deschamps [France], IFLA President welcomed the delegates. Ruud Grondel, deputy-mayor and alderman of the City of Amsterdam, offered an official welcome to the delegates and focused his comments on the rift that exists in information haves and have-nots.

Other speakers included:

- Rick van der Ploeg, new State Secretary of Education, Culture and Science, who spoke about the Netherlands' second "Purple Government", a combination of Red (social-democrats) and Blue (liberals). He emphasized how libraries all over the world change rapidly and that

everywhere it is recognized that: information is a major production factor; everyone must have access to information; and we have to create the multimedia age.

- Phillippe Queau, UNESCO Representative, who emphasized the longlasting cooperation between IFLA and UNESCO and the existing Manifestos of UNESCO for Public Libraries and School Libraries.

- Ekatarina Genieva, First Vice President of IFLA, underscored the importance of books and, as a representative of the International Book Committee, awarded Maria Jose Moura (Portugal) the International Book Award 1998 for her public library literacy programme for Portugal.

As the session concluded, "Daddy Longlegs" (a man on stilts) walked on stage and tossed a ball of yarn to delegates; conference volunteers in red shirts appeared along the sides of the auditorium and tossed additional balls of yarn. The delegates were encouraged to join the fun and "become interconnected," creating a wall-to-wall yarn network!

A workshop convened at the Universiteit van Amsterdam [UvA], in the University Library, focused on two topics: Professionalism and Reciprocity of Qualifications. Mr. Albert K. Boekhorst of the UvA welcomed the attendees. He highlighted the D.R.E.T.S. Factors: demographic, regulation, economic, technological, and social/cultural. The following developments were emphasized:

- More people are surrounded by media than information.
- There is an increasing self-consciousness
- There are demands for better quality
- The consumer manipulates and composes his/her own information.

See IFLA continued on page 7

IFLA continued

Mr. Leo van Zoen of the Hogeschool van Amsterdam [HvA] then presented remarks about the Dutch market of Information Handling. The following points were presented:

- More emphasis on management of information
- More emphasis on marketing
- More managerial attitude
- More about ethics of information handling
- Focusing on information management
- Developing knowledge management
- More integration of publishing, library and information studies, documentation and archives

Mr. Van Zoen stressed that there are changes in the concept of education. In the Amsterdam school, learning to learn is emphasized; students articulate their learning objectives; and students are responsible for their own information process (researching, selecting, processing, repackaging, and presenting adequately). He also referred to Philip Kotler's process of describing one's market as eight O's: occupants, objects, occasions, organizations, objectives, operations, outpost, and outlets.

Student comments regarding the environments followed: micro [the user], meso [organization/profession] and macro [society]. Several developments in the profession were identified: the profession is becoming more pragmatic, is deepened, broadens out, and meets competition.

The Reciprocity of Qualifications segment began with a welcome and introduction by Mr. Leo van Zoen and a report about the European Credit Transfer System [ECTS]. ECTS is a system of transferring credits among participating institutions and does 60 credits per year, including lectures,

practical work, and private work. The credits are allocated by each institution and pro-rated. There is a learning agreement between the student and the coordinators of host and home universities. Further information can be found at <http://europa.eu.int/en/comm/>.

- Projects. Revision of the 1976 Hans-Peter Geh's effort to develop Standards for LIS Education Programmes is underway under the leadership of Evelyn Daniel (USA) and Susan Lazinger (Israel). A workshop on Education and Training is in the planning stages.

Conference Planning.

In Bangkok (1999), the Open Session theme will be the Challenge of Developing Standards in an Uneven Information Environment.

At the Jerusalem conference in 2000, there will be a one-half day workshop featuring faculty from several schools on the general themes of multiculturalism and multilinguality. Subsequent conferences will be: Boston (2001), Glasgow (2002) and Berlin (2003).

Continuing Professional Education Round Table (CPERT)

CPERT held its regular meeting on Saturday, August 15, and a supplementary meeting following the Open Meeting on Wednesday, August 19. Following the business portion of the meeting, discussion focused on the papers for the Open Meeting, the program for the Bangkok conference, leadership for the Round Table, and the next World Conference. CPERT lapel pins were distributed and will be given to active members and speakers. The CPERT Web page and listserv are still under construction.

For questions or more detail about IFLA, e-mail Darlene Weingand at weingand@facstaff.wisc.edu

Key Trends continued

increasing outsourcing of the authoring process.

- Content is the highest desire of major organizations. They are waiting for large collections of technology mediated and delivered learning from suppliers. Demand is ahead of supply in November 1998, particularly outside of the IT zone.

- Workers are starting to have higher computing and on-line learning capacity at home than they do at work.

- IS groups are continuing to place serious internal blocks to mounting on-line learning on corporate networks, with challenges ranging from bandwidth fears to unreasonable demands for charge-backs and centralized control.

- Business units are developing independent and often competitive expertise (to the training department) in the technology and learning arena.

- Core training processes are now emerging as components of learning systems and technologies: mentoring, coaching, continuous assessment, diagnosis, needs analysis, contracting, remediation and collaboration.

CLENE Contact Update

Please update the contact list included in the September 1998 issue of the CLENEExchange as follows: in the middle column on page 6, change Board Member, Marie Bryan's telephone and fax area codes to from 916 to 530.



Paper Hug Certificate

Fill in the blanks and use the following language to design a certificate to thank staff and volunteers. (Name) was caught committing the following act of kindness _____. Consider yourself hugged! Observed by _____.

CLENE Midwinter Schedule

American Library Association Midwinter Conference
January 29-February 3, 1999, Philadelphia

Friday, January 29	2:00 PM-4:00 p.m.	Program planning workshop, No Bad Programs
Friday, January 29	8:00 PM-10:00 p.m.	Board Strategic Planning Session
Saturday, January 30	9:30 AM-12:30 p.m.	Board meeting
Monday, February 1	2:00 PM-4:00 p.m.	Staff Development Discussion Group

If you are planning to be in Philadelphia for Midwinter, 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. In case of last minute changes, be sure to check your conference program upon arrival.

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