WORKPLACE LEARNING & LEADERSHIP

A **HANDBOOK** FOR LIBRARY AND NONPROFIT TRAINERS

**LORI REED &
PAUL SIGNORELLI**

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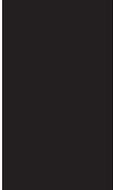
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FOREWORD

On behalf of the authors Lori Reed and Paul Signorelli, thank you for picking up this copy of *Workplace Learning and Leadership*. So, why should you add this book to your professional or personal collection?

Well, I have been fortunate to know both of the authors professionally and personally and I am very excited about this book you have in your hand. I am and you will be similarly impressed with the variety and knowledge they were able to extract from a broad array of library learning leaders. Thanks in no small part to Lori and Paul's interviewing skills, these leaders readily shared valuable and practical skills and techniques that have worked and not worked for them in their organizations' training environment.

This book is written from the perspective of the training professional working primarily in public libraries within the United States; however, the knowledge that fills these pages will help anyone who is involved in training, coaching, mentoring, or encouraging staff and the public in any type of organization in any locale. The insights and skills discussed in the book are also readily applicable in any particular employment or training situation.

Are you a new or aspiring trainer and want to know some secrets of successful trainers? Well, you are in luck since many successful trainers were interviewed for this book and provide practical skills and insights from their personal training experience to help someone new to the world of training and learning opportunity development.

Are you the person who directly or indirectly supervises a trainer and would like to know how to support your trainer's work within the framework of a successful organization? You can see how other trainers use post learning opportunity evaluation and continual organizational backing to support the learning objectives during the formal training session, reinforce the skills after the session, and have their training/learning staff heavily involved in organizational decision making processes.

Are you a working trainer in need of some assistance with evaluation? Do you need assistance with learner support? Do you want some pointers on how to make organizational learning a key player at your organization's planning table?

Each of these issues is covered in a concise, clearly written chapter brimming with "how we did what we did" tips, suggestions, and a cautionary tale or two.

Like all good trainers, Lori and Paul have written this book so that it is adaptable to your use and needs. This book would be equally effective used as individual chapters for personal or professional exploration or as an entire book devoured in one or two readings covering the entire subject of *Workplace Learning and Leadership*.

The first chapter, "In the Beginning," will be of interest to both new and not so new trainers and administrators. It is filled with descriptions of how the professionals interviewed in the book fell into training, highlighting that there is no one path to becoming a trainer. Since it is rare for a school to offer a "trainer" track of coursework, trainers come from innumerable fields and accidentally discover their natural gift to convey valuable information effectively and efficiently.

Chapter 2, "Collaboration: Creating a Community of Learning," builds on Chapter 1 and focuses on two issues relevant to any trainer. The chapter's first focus is all about creating your own personal learning space in order to collaborate with fellow trainers as a proven method for improving your skill set. The second focus is on developing your organization's community of learning to support your learning opportunities.

Chapter 3, "Trainers as Internal Consultants and Facilitators of Change," discusses the trainer's role in organizational development and problem solving. Trainers have too often overlooked skills to offer their organization. First is the skill to quickly identify effective training for both individuals and organizational groups. The second skill, equally as critical to organizational success and health, is to quickly diagnose whether a personnel problem is a training issue or an issue better resolved via mentoring, formal discipline, or other human resources management methods.

Chapter 4, "Preparing to Deliver: From Initial Idea to Moment of Delivery," discusses the full gamut of learning opportunity session planning. This cycle starts with the initial development of learning objectives, to the session planning and promotion, Adult Learning Theory, and session delivery. It concludes with post learning opportunity evaluation. This chapter would be most beneficial to the new trainer looking for specific best practices of successful trainers for developing effective and appropriate learning opportunities.

Chapter 5, "In the Middle: Trainers as Leaders in the Classroom," builds and refines Chapter 4's themes by focusing on techniques that work for successful learning opportunity delivery that both supports your initial learning objectives and resonates with your trainees. Methods include the use of intense preparation,

humor, and flexibility to ensure you have delivered a successful and memorable (for the right reasons) learning opportunity.

Chapter 6, "When Learning Happens: Supporting Learners after Class," discusses the application of the lessons learned during the learning opportunity and how successful trainers and their organizations support the critical application and retention of material covered in the session. Organizationally unsupported learning opportunities waste the time and talents of everyone involved in developing, delivering, and participating in any learning opportunity.

Chapter 7, "Learning from Success and Failure: The Importance of Effective Evaluations," discusses evaluation both in the learning opportunity setting and post learning opportunity when learners have had a chance to return to their everyday reality and incorporate the lessons into their individual, team, and organizational workflows and processes. This chapter emphasizes the need for evaluating both the short- and long-term effectiveness of the presenters, objectives, and learning materials; it also explores how doing so can make for increased effectiveness of your delivered learning opportunities.

Chapter 8, "Master Trainers, Master Learners: Training the Trainers," focuses on the qualities of a successful future trainer and the power of formal and informal train-the-trainer programs from across the country.

The final chapter, "The End is the Beginning: Leadership and Learning in an Onsite-Online World," reflects on the lessons learned by the trainers interviewed during the course of writing the book and peers into the future world of virtual and blended learning opportunities. Following this last chapter is a list of selected resources which I hope find a home on your bookshelf next to *Workplace Learning and Leadership*.

I have full confidence that Paul and Lori will show you the need for trainers to become the best "trainer-teacher-leaders" they can be. To support their statements and conclusions, they describe and demonstrate tested, proven skills, ideas, and resources that you can use to help you and your organization reach your ultimate potential.

I truly hope that you learn as much as I did from reading this book. Prepare for a great learning journey!

Maurice Coleman
Host/Producer, *T Is for Training*
Library Training Podcast

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IN THE BEGINNING
GETTING TO THE TABLE

Trainers can be the life blood of an organization. They control the information being disseminated during sessions. They hold more power than they may realize.

—Catherine Vaughn, Continuing Education
Coordinator, Lee County Library System

This is an exciting time for those involved in workplace learning and performance (training) programs for libraries and nonprofit organizations—a group much larger than it initially appears to be. The number and rate of changes occurring around the world, the insatiable need for accurate information combined with a torrential overload of resources, and the need for continual learning just so we can remain professionally and intellectually afloat demand creativity and innovation. We struggle with challenges as simple as learning how to operate the latest tech toy we have purchased (or which our employers have purchased for us) and as complex as how to help our customers use even a fraction of the numerous resources and tools we provide.

A minor revolution is under way: "trainers" are increasingly recognizing themselves as "trainer-teacher-learners"—hardly a new role, but one that has not frequently been acknowledged—and they are increasingly finding that their roles require them to step forward as leaders within their organizations.

As if this were not enough to keep all of us busy for the rest of our lifetimes, we are also recognizing that lines are quickly blurring between what could be referred to as "formal" and "informal" trainers, or, as Peter Bromberg, assistant

director for the Princeton (New Jersey) Public Library, calls them, "Trainers with a capital T" as opposed to "trainers."

Librarians have long known that library members and guests do not differentiate between "librarians" and other staff members when they are in need of help; if you are working in a library, you are a "librarian" regardless of whether you have the graduate-level degree many librarians have earned. In the same way, employees in libraries and nonprofit organizations are increasingly recognizing that they do not need the word "trainer" in their job titles or on their staff identification badges for their customers to seek that level of assistance from them. In a knowledge-based service culture, almost everyone within a library or nonprofit organization is a trainer-teacher-learner, and anyone who has not noticed that everyone from the chief executive officer to the well-trained and personable custodian has a role to play in this field is not paying attention.

When we are in libraries and notice—as the two of us have—that members of custodial staff as well as library pages, library assistants, members of human resources staff, security guards, and many others help library members and guests find or learn how to find what they need, we know we are in a first-rate organization where collaboration and workplace learning and performance are valued and of value. When we see staff in libraries and nonprofits helping clients learn how to fill out forms on paper and online, we know that training-teaching-learning is important in these organizations, and when we see these elements in place, we know enough to seek out the leaders who make this seamless service possible.

None of this is meant to imply that every staff member has exactly the same set or level of skills and abilities to serve as a trainer-teacher-learner. What it does acknowledge is that each member of a well-functioning library or nonprofit organization either knows enough to provide what the member, guest, or client needs or knows how to lead that person to a colleague who can help meet unfilled needs. The act of leading the person in need to the person able to fill that need is an act of training in itself; it helps our customers learn yet another part of how to navigate the organizations we serve so that those organizations can serve our clients effectively.

The need for everyone to play a role in training-teaching-learning has been embraced more quickly and completely by staff in academic libraries than it has by our colleagues in public libraries, but significant numbers of public library staff are quickly catching up as they take on formal roles in settings as varied as one- or two-hour workshops for library users and one-on-one appointments with librarians through programs designed to meet individual needs at an extremely focused level.

Part of what appears to be making this happen within the most effective libraries and nonprofit organizations is the willingness of workplace learning and performance professionals to act as leaders and the equally important willingness of library and nonprofit administrators to welcome them to the leadership table by including them as members of administrative teams and other high-level committees that plan and implement programs. As management consultant and trainer Pat Wagner notes, the strongest learning cultures exist in those organizations where directors not only support training but also participate alongside members of staff in learning opportunities. They understand what is being offered, understand that their presence encourages others to take training and learning seriously, and gain a perspective not available to those who are disengaged from what is happening within their organizations' learning programs.

Trainers as leaders are the ones who are part of the strategic planning committees; the ones who are presenters at all-staff meetings; and the ones who play the role of internal consultant to assist in implementation of organizations' mission, vision, and value statements. Best of all, they are doing all of this as part of high-functioning, well-trained collaborative teams rather than sitting behind a desk and resting on their laurels.

Bromberg himself was deeply involved in a variety of educational and workplace learning projects in his previous positions before assuming his current leadership at the Princeton Public Library. Contra Costa County (California) deputy county librarian Janet Hildebrand has held a variety of administrative positions while also devoting significant amounts of time and effort to workplace learning and performance projects within the library system she serves and in a regional library training consortium. Louise Whitaker, training coordinator for the Pioneer Library System (Oklahoma), has attended the Public Library Association's Planning for Results Boot Camp, designed to provide staff with management training and skills they did not acquire while earning their MLS or MLIS degrees; she is also actively involved in shaping the PLS Academy, the Pioneer Library System's formal training program, as it develops new content for online tutorials. "What I'm doing is I'm looking around and identifying other capable people and using their skills, helping them grow in a different direction," Whitaker says. "That's part of what a leader does: helps grow other people."

These effective trainer-teacher-learners as leaders are the ones who do not have or give themselves the luxury of looking back with pride at their accomplishments; they are too busily and completely engaged in working with others to create the next successes, and they seem to feed upon success to create yet more success, as becomes obvious from the examples provided throughout this book.

DEFINING TRAINING IN AN EVOLVING FIELD

Discussing leadership and training provides some interesting challenges from the moment the conversation begins. Either term, or a combination of the two terms, produces hundreds of millions of results in an unfocused keyword search of the Internet. The term *leadership* is unambiguous, commonly used, and leads to a significant number of resources when used as a subject-search term in a library catalog. The word *training,* on the other hand, represents a field with a rapidly evolving series of terms.

Although *training* seems to provide common ground for general discussions, those involved in delivering the goods in the workplace use a variety of terms including *training, staff development, career development,* and *occupational training.* The American Society for Training and Development (ASTD) is currently promoting the phrase *workplace learning and performance.* A subject search of library catalogs on *employees, training of,* drawing from the Library of Congress subject heading, consistently produces a larger number of useful results than the other terms do.

The titles given to those in charge of workplace learning and performance programs in libraries and nonprofit organizations reflect the lack of standard terminology in the field. They include, but are far from limited to, director, volunteer services and staff training; training coordinator; training and development manager; training manager; training officer; chief learning officer; learning and development coordinator; staff development and training coordinator; staff development librarian; staff development manager; continuing education coordinator; learning manager; and organizational development manager.

"I dislike the term trainer," Lee County (Florida) Library System continuing education coordinator Catherine Vaughn admits in terms we have heard from others:

> We aren't working with dogs, you know. My title was training coordinator, and when I had a chance to change it to CE coordinator, I did. . . . I think, as our titles evolve, it helps to create an effective program. The title should reflect what is happening, what we are actually doing. Our job is to assist others to be the best they can be. I offer and create sessions geared towards continuing a person's lifetime of education. Trainer just sounds dead-end. Continuing education, staff development, etc. open up possibilities.

Peter Bromberg, when prompted to explore differences between training and teaching, initially quipped, "If I thought about it, I might see a difference, but that

would be five minutes of my life I would never get back. And the payoff would be . . . ?" Less than five minutes later, he admitted, "Damn, now you have me thinking about it," and mused over the differences between potty training, training a dog, and training firefighters as opposed to attempting to "train someone in, say, communication." Teaching, he suggests, "seems broader: it encompasses training but could apply less to the creation of an observable skill-based behavior and more to a shift in thought, attitude, or understanding."

Denver Public Library's Sandra Smith also acknowledges the evolving language used in workplace learning and performance and suggests that the title *learning and development manager* might better reflect the way the library is moving—in fact, while we were writing this book, Smith's title did change to reflect her preference. She tells us:

> My thought is that [the title *learning and development manager*] is more familiar in concept of what [the job] is. Learning versus training: one is very familiar in people's experiences, as opposed to training, which sounds required and regimented. Its broader umbrella of experiences is more representative of how learning happens and needs to happen in today's workplace—broader opportunities, flexible in content and logistics, and strategic to operations. So I think that we as trainers can benefit from positioning ourselves in title and in practice as more encompassing in what we can do for staff and the workplace.

"It may be superficial in tone, but it's true that perception is reality in the world and we need to remember that as we strive to make significant contributions to our organizations," she explains.

Many libraries—particularly small and mid-sized systems—do not have formal workplace learning and performance programs or any individual formally designated to organize this sort of program. Others, including the San Francisco Public Library system, actually had more formal training and orientation programs in place for volunteers before formally organizing similar efforts for staff.

The Denver Public Library system, Smith tells us, has a far longer tradition of effort in this field:

> Here at DPL, staff training has been a focus from day one, in 1889, when the library was created. Our first city librarian was John Cotton Dana, and he was the first training manager as he taught classes to his small staff immediately. Later on, another of our city librarians founded the University of Denver Librarianship program. There has been a valuable history of the importance of staff learning throughout

over 120 years, with numerous dedicated training managers and staff contributing. . . . I believe that current trainers, here at DPL and otherwise, do follow a long, valuable line of dedicated librarians and others who believe that a knowledgeable staff is essential to individual libraries as well as to the success of the profession as a whole.

Louise Whitaker, at Pioneer Library System, sees training-teaching-learning as a theme that runs through much of what she does each day with many whom she encounters: "You're sharing your experiences. Not only are you telling them how to do something—'these are some tips'—it can lead into other areas." While attending a workplace meeting, for example, she heard a colleague comment about wanting to know how to access e-mail from home more effectively. Whitaker offered a couple of immediate suggestions and, when the meeting was over, showed her colleague how to make the changes necessary to complete the process—a learning style she frequently employs.

HOW TRAINER-TEACHER-LEARNERS ARE MADE

In the following sections, we see how these workplace learning and performance leaders arrived in the leadership positions they currently hold.

"I fell into it," Louise Whitaker bluntly admits. "I was the information services manager, so I was used to just training my new staff and working with customers. When they wanted to expand the training program at the library system, they asked me to step into that role."

With no formal preparation for a workplace learning and performance position, Whitaker read books and articles, but she found that some of the journals she was exploring were "totally useless." She, like many of her colleagues in similar positions, has learned while meeting the requirements of her job. She engages in searches of professional publications and is continuing to build a collection of workplace learning and performance materials for library employees: "I'm responsible for overseeing that, so I'm constantly on the lookout for new materials—anything that might be of interest to staff: storytelling, readers' advisory, performance evaluation, ethics—anything that staff needs."

She has at least one other thing in common with many of the best trainer-teacher-learners as leaders whom we have met: "I feel very inadequate sometimes," she admits, and she continues to educate herself while helping others.

Gwinnett County (Georgia) Public Library training manager Jay Turner also came to his position in workplace learning and performance with no formal

training. He had, however, held what he calls a "hybrid position" in which his time was divided between serving as a library associate in a branch and serving as an assistant within the library training department. "It was that position that provided me with the foundation I needed to become a successful trainer," he reports. "My training manager at the time coached me in all aspects of learning and performance development, even though I was just an associate. Perhaps he saw potential in me that I did not at that time. . . . My undergrad degree is in public relations, and portions of that educational experience contribute to my success in presenting."

Peter Bromberg's exploration of workplace learning and performance easily has been as circuitous. Opting out of a Master of Education program at the last minute, he switched, instead, to library science studies and, while earning his degree, was a substitute teacher in a local high school and junior high school. He also served as a trainer for the *Princeton Review*—an experience he compares to "doing Kabuki Theater. If a *Princeton Review* trainer clears his throat or gets a paper cut, it's in the script."

Attending the New Jersey Train-the-Trainer program, a three-day intensive master trainer program, helped him make the transition from thinking of himself as a "trainer" to thinking of himself as a "Trainer," he says. "That experience gave me a much more structured foundation for understanding training—how to develop a lesson plan, sequence content, respect adult learning principles, do assessment, etc."

Bromberg, like many others interviewed for this book, has also been active in professional organizations including the ALA's Learning Round Table (formerly CLENERT, the Continuing Library Education Network and Exchange Round Table). As a former board member and contributor to the Round Table's blog, *ALA Learning,* he has learned from and taught many of his colleagues how to be more effective in workplace learning and performance.

Learning on the job has also served Janet Hildebrand well with the Contra Costa County Library system. With no formal training "other than being a supervisor for many years," she has served in a variety of positions, including the organization's primary workplace learning and performance advisor:

> I was ready to move on to a new challenge after [serving as] community library manager and applied for central library manager, which came with the responsibility of coordinating new employee training for all new public services staff and designing and implementing the training plan for any system-wide rollout of training for all staff. . . . I love and have always loved watching people grow and be excited by what they

realize they can do that they didn't know they could do, and I've always put in time thinking how to help individuals realize this and grow in their performance, so this didn't seem like a radical step from what I'd always done as a supervisor.

Hildebrand also credits the support of a first-rate supervisor—former Contra Costa County Library director Anne Cain—for much of the success she and the library training program have had and for supporting a model that in turn supports the development of other leaders within the organization:

> I am so lucky to work with a director who understands in her bones that the way you get people to change is to prepare them for the changes. By training them first, you can lead them into change. By training them first and then asking, you will have excited new learners leap ahead and the new leaders showing the more timid responders that it's OK and that the ones in front are having all the fun and it would be OK to go next.

Hildebrand's continuing education has included involvement in a San Francisco Bay area regional training consortium—the Pacific Library Partnership Staff Development Committee (formerly the Library Staff Development Committee of the Greater Bay Area)—as one of several members planning annual "future of libraries" conferences for the group's constituents and providing learning opportunities for members of library support staff in the region.

Denver Public's Sandra Smith followed a similar career path. After earning her MLS from the University of Michigan, she accepted a position as a librarian with Hennepin County (Minnesota) Library. One of her first duties was to create a library orientation program for the public, and she soon "took on the role of training and orienting and support for new librarians at HCL, in part because I work hard and make things happen, but also because I love interacting with people and talk easily with them."

She later developed a system-wide orientation training for new librarians while serving as a branch manager; then moved to Denver Public as a librarian interested in continuing with staff development; subsequently let her new colleagues know of her interest; and, when the training manager retired, accepted an offer to become interim training manager. Smith has continued to develop her skills through two year-long programs that lead to an organization development certificate and a training certificate from the Mountain States Employers Council.

Catherine Vaughn confirms the pattern of learning "from the ground up." With no formal preparation, "I learned what worked and didn't work by trial

and error in some cases," she says. "I did, however, bring my experience as an instructor with me when I was a manager in a large department store. That was also 'by default.' I related positively with people and was good at certain tasks, so they asked me to teach new people coming in. I was a selling service manager, so I taught people how to run the registers and techniques for selling, greeting, etc."

Although many of us acknowledge having learned much of what we know on the job, we also have found a variety of resources tremendously helpful. Master trainer programs such as those run by the State Library of North Carolina, the New Jersey State Library, and Infopeople in California (see chapter 8) have provided thorough grounding in all aspects of the skills needed to oversee library workplace learning and performance programs while also introducing participants to colleagues who will serve as resources for members of the cohorts as well as for the library systems they serve.

Another resource cited by a few workplace learning and performance professionals for this book is the Bob Pike Group's monthly "Creative Training Techniques Newsletter," and many of us also benefit tremendously from our affiliation with ALA's Learning Round Table as well as from our active participation in local chapters of ASTD and our membership in the national society. We also find ALA and ASTD publications to be extremely helpful, although many of us acknowledge that we never seem to find enough time to take full advantage of what those publications offer.

The T is for Training group formed by Maurice Coleman, technical trainer for the Harford County (Maryland) Public Library, has also become a cherished resource for library trainers and has a steady following of "usual suspects," including the two of us.

INITIATIVE, VISIBILITY, AND ACCESSIBILITY

One element that is already obvious from Sandra Smith's comments about working hard to "make things happen" is that trainers who serve as leaders show a lot of initiative with the support of their organizations' directors, supervisors, and managers.

Jay Turner managed to move Gwinnett County Public Library from a combination of 90 percent face-to-face and 10 percent e-learning to a mix of 75 percent e-learning and 25 percent face-to-face in a one-year period. Smith worked with colleagues at Denver Public to begin rolling out the comprehensive Employee Learning and Growth Program in 2009 so the program would serve as "a systemic process for DPL's growth as a learning organization." Peter Bromberg has

been an active participant in the continuing success of ALA's Emerging Leader program, which began in 2007 as an initiative of Leslie Burger, a past president of the Association. Janet Hildebrand continues to support a peer trainer program that has been the learning model for the Contra Costa County Library system for at least fifteen years. Catherine Vaughn approached members of library administration with the idea of forming a task force to find ways of making more library users aware of the organization's electronic resources; the result was a "librarian's toolbox" program through which databases are featured in two-month increments throughout a one-year period to increase usage, and she has been able to document successes in the continuing program. Pat Wagner provides assistance to libraries throughout the United States and Canada through her leadership, management, and personnel workshops and by writing and producing e-learning through the University of North Texas LE@D (Lifelong Education @ Desktop) program. Louise Whitaker helps develop system-wide goals for the Pioneer Library system, makes reports to the library administrative council, and goes to branches to provide onsite training: "I don't sit back and wait," she notes. "I enjoy getting out and doing things."

The willingness to be visible and accessible is a common trait among those workplace learning and performance leaders. Our colleagues know they can come to us with questions and suggestions for programs that will help them in their day-to-day work. They know they can rely on us to help meet the challenges of the workplace. They know we will do our best to provide the broadest possible access to learning opportunities. Best of all, they know where they can find us and they have come to realize that we are every bit as interested in learning as they are. The result is that formal and informal collaborations create a sense of what is possible rather than a sense that organizational barriers are too powerful to overcome.

SUCCESS WITH LIMITED RESOURCES

One of the more noteworthy achievements of workplace learning and performance professionals who serve as leaders is their ability to succeed with limited resources. Although funding for their programs tends to be more consistent and generous than that provided in organizations where learning is not driven by that level of leadership, it still falls far short of what is common in corporate programs.

Formal staffing is also deceptively small—generally one full-time program coordinator and, in the best of the situations we have seen, a second part- or full-time member of staff to handle administrative details. This, however, hides the level of creativity some display in pulling together an informal group that serves as program faculty.

Learning opportunities at Gwinnett County Public Library are provided by a group of ten to twelve staff members chosen through a competitive process to serve as the library's training team. Those who have a Librarian I designation—two in each of the system's fourteen branches—also serve as training liaisons. The liaisons "are empowered to deliver training based off of approved existing material," Jay Turner explains. "We hold a train-the-trainer workshop to help them identify needs at their branches and present/facilitate for small groups. The L-1s also report back to me any organized on-the-job training they conducted in their branches during any given month. This allows me to stay in tune with what they are doing and, more importantly, to be on the look-out for recurring areas of need that might need addressing from my end."

Contra Costa County Library uses the well-developed peer trainer model that draws large numbers of staff in as part of the training-teaching-learning team. Groups include those involved in new employee training, technology training, and a variety of other continuing programs. As Janet Hildebrand explains it,

> We have a set group of trainers for new employee training [a program that extends over a four-week period] until those trainers start to ask to be replaced, and we phase in new trainers who are carefully recommended, recruited, and groomed as cotrainers and then trainers. We also have various computer-training projects for all staff, and every location and department at this point has a computer competency peer trainer that is their representative for these roll-outs. We also use youth services librarians and one library specialist to train staff in how to conduct successful storytimes for preschoolers, toddlers, and infants. . . . These can all be separate pools, so many staff have opportunities to participate in this experience of teaching and coaching others, and in the culture of our organization it is an honor to be asked, and staff express great pleasure in the experience.

Sandra Smith, at Denver Public, works with one full-time administrative assistant, a training committee she created, and "many staff who assist in the learning program due to my focus on staff-driven and shared knowledge."

Lee County Library System has a combination of training staff, librarians, outside resources, other government or county employees, online resources, web conferencing, and other resources to "enhance our instructional methods to appeal to all learning styles," Catherine Vaughn says. "I do a large number of sessions face-to-face or online. We have also turned to our reference librarians as instructors who specialize in certain subject areas. It is becoming a team effort due to dwindling resources or time and money."

The Charlotte Mecklenburg (North Carolina) Library has one full-time learning and development coordinator and another staff person in the human resources department who coordinates and conducts training for managers and supervisors. Additionally, there is a recently created Learning Council with representatives from all areas of the library serving as advisors and champions of learning.

The San Francisco Public Library staff training program has operated in a similar fashion. With one full-time staff member and a part-time administrative support staff member, the program was drawing from numerous resources to offer an average of fifty learning opportunities every quarter by 2005. A trained team of staff members coordinated by a librarian offered basic, intermediate, and advanced sessions on the integrated library system. Members of the City/County Department of Human Resources provided managerial and supervisory courses as well as general courses on customer service basics and several other general interest topics. Staff from the City/County Department of Public Health provided health and safety sessions including disaster preparedness and two-hour ergonomic workshops designed for those who worked extensively with computer equipment and for those whose jobs required extensive lifting and bending. Dozens of instructors through the statewide Infopeople project provided day-long workshops designed to update information on reference tools, leadership skills, training techniques to be used for staff and members of the public, customer service, conflict resolution, and other subjects of interest to library staff. Infopeople is also developing online courses. Library training staff provided 60- and 90-minute introductions to Microsoft Office products, and staff were able to take specialized two-hour modules on Microsoft Office products through a local commercial training organization, Learn iT! Funding through the Friends of the Library extended learning opportunities by covering the cost of registration for staff interested in attending workshops offered regionally and nationally and also by partially supporting staff members' attendance at ALA, California Library Association, and other professional conferences. Key to the success of the program was the continuing support of several city librarians, library finance directors, and library human resources directors.

SHOWING THE VALUE OF TRAINING

A final area of leadership explored by the best workplace learning and performance professionals is continuing service as proponents of effective learning opportunities who show the positive impact such opportunities have

both on the organization and on the clients it serves. Annual fights for budget dollars are common even in the best of times, and those who are able to show the results of workplace learning and development manage to retain organizational and financial support for training even in the most difficult of times.

There is widespread acknowledgment that documenting a return on the organization's investment of time and money increases the case to be made for continuation of training programs. Most of the trainer-teacher-learners we know, however, acknowledge that their efforts are generally limited to sharing anecdotes, being strong proponents for training within the organizations they serve, and documenting the favorable responses attendees provide at the conclusion of workplace learning and performance sessions. This a theme to which we return in chapter 7.

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WORKPLACE LEARNING & LEADERSHIP

A HANDBOOK FOR LIBRARY AND NONPROFIT TRAINERS

In this practical resource, leading workplace trainers **LORI REED** and **PAUL SIGNORELLI** take readers through the entire process of developing, implementing, and sustaining training programs and communities of learning in order to

- Empower individuals to become leaders and teachers by cultivating a culture of ongoing learning
- Connect library staff and users to information resources so they can effectively use them to their benefit
- Develop skills among both managers and workers for practicing continuous formal and informal training

Using real-life examples of trainers who serve as leaders within libraries and their communities, this book sheds light on an underappreciated but important component of library operations.

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