

IV. ACTION ON SKILLS

Imparting staff and users with the confidence and core skills to use e-resources

This section addresses issues and needs such as:

- Staff and potential users who are not confident with, or competent in, using e-resources
- Building the capacity for desk/service staff to convey the value of e-resources
- Approaches to establishing what training is required and then sourcing and delivering it
- Determining what is effective training - poor training can be worse than none and represents a lost opportunity.

While this section focuses on developing library staff to be more competent users and mediators of e-resources, many of the approaches could apply equally to the training of your community of users.

Promotion will not increase take-up if staff don't feel comfortable using the e-resources. Providing staff and users with the confidence and core skills to use them is a key action to getting full value from your investment.

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Assess Skill Levels & Needs

Determining current competency and confidence of staff in using e-resources to establish training needs

This section addresses issues and needs such as:

- What are examples of the understandings required to demonstrate competence and awareness of e-resources?
- Getting an accurate, rather than assumed, picture of the skills and understandings your staff apply in their use (or avoidance!) of e-resources.

ACTION

While some indications can be gained from observation, an informal survey is probably the most accurate and fairest way to identify skill and knowledge gaps and ensure staff are assigned to an appropriate level of coaching or training.

When administering a skills survey to staff it is imperative to make clear it has no relationship to performance reviews; it's sole use will be to ascertain training needs.

NOTE

Research suggests many users of online resources (especially the younger) tend to over-estimate their actual competency, while those who are less frequent users may allow anxiety to influence their stated competency

A set of **indicative questions** for determining competency and confidence is given end of section to get you started. These assess a mix of awareness, use, core technical skills and understanding of e-resources. Select from or adapt to your local needs.

A more thorough, competency-based model could be adopted to bring focus to your training needs at both the organisational and individual levels (see Derven or Houghton-Jan articles in **Resources**) but an informal approach will be adequate for many libraries.

Special and tertiary libraries could use a smaller, informal version of a similar survey to help determine where users (clients, students...) are at. This could be in the form of 8 -10 questions put to them in a standard needs 'interview' to gain an indication of their actual and desired use and (implied) competency profile. The questions should be rephrased as seeking to understand their current patterns of use and encountered constraints.

If you intend to use the **EPIC Training Resources** (available through the EPIC website) then it could be useful to align the identified needs with the respective modules.



NOTE

Training affords a prime opportunity to 'market' the e-resources. Good training addresses first up the issue of why you should to use them, before moving to how to use them. The context you (should) provide for training examples or scenarios will be a prime tool to convey this.

Resources

Houghton-Jan, S. Assessing Staff on the Competencies.

Library Technology Reports, 43(2): p44-47, Mar/Apr 2007:

<http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=24794327&sit>

Houghton-Jan, S. Writing the competency descriptions.

Library Technology Reports, 43(2): 29-34, Mar/Apr 2007:

<http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=24794324&site=ehost-live>

Derven, M. Lessons learned: using competency models to target training needs.

T+D, 62(12): 68-73, Dec 2008 :

<http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=36314603&site=ehost-live>

Take account of the 'BOK' statements for the LIANZA Professional Registration Scheme:

http://www.lianza.org.nz/registration/files/Body_of_professional_knowledge_Oct08.pdf

American Library Association. Competencies wiki:

<http://wikis.ala.org/professionaltips/index.php/Competencies>

WebJunction. Sustaining Public Access Computing Programs.

Technology and Management Competencies (2008). :

<http://webjunction.org/do/DisplayContent?id=15659>

Cossham, A. & Fields, A. Keeping the roses watered [CPD needs and attitudes in NZ].

Australian Library Journal, 55(3): 235-247, Aug 2006: [in *General OneFile*]

Jennings, A. Determining and meeting personal training needs.

Computers in Libraries, 25(8): 13-15, Sep 2005 :

<http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=18090207&site=ehost-live>

Williamson, K. & Bannister, M. Through the looking glass for librarians: a training lens to improve and fast track learning of databases.

Australian Library Journal, 52(2):125- , May 2003 [in *General OneFile*]



INDICATIVE QUESTIONS FOR DETERMINING COMPETENCY & CONFIDENCE

Create a staff skills survey instrument by adapting the following questions to your local context:

Basic Online Search Skills & Understanding

1. How many hours a week do you spend online? (for any purpose, inc. catalogues)
2. Do you ever suggest to users that they try an e-resource? On what basis do you make this recommendation?
3. How can a library user access our e-resources?
4. What does a section of text on a Web page that is underlined and in a different colour allow you to do?
5. If you find a useful website and wish to return to it regularly what do you do?
6. How do you save information from a Web page to a folder on your PC?
7. What sort of organisation is responsible for this website: www.mpdc.govt.nz?

Understanding of Web Searching

8. Is it possible to find names from online telephone directories through a Google search?
9. Does Google provide reasonable coverage of NZ websites?
10. Do you search for a book titles on the Web? What approach do you use?
11. Is it necessary to put an 'and' or '+' between 2 or more words to ensure they are included when searching on Google?
12. How do you bring a NZ focus to a Google Web search?
13. Can you name a NZ directory or portal of websites that you have used?
14. How do you judge the value and reliability of Web sources? Do you apply the same criteria as for print?
15. Do you use *Wikipedia* as a reference source? Are there contexts when you don't think its suitable?

Awareness of Content & Application of Library e-Resources

16. Do you use EPIC databases or other e-resources frequently or occasionally? If so could you name 3 resources you have used?
17. When do you use a database as opposed to a website for an information request?
18. How do you cover for possible variations on say the term 'child' (children, kids etc) in a database search?
19. Do you search for phrases in databases in the same way as in Google?
20. What is your next step if an initial database search returns no hits?
21. How do you find out if a particular magazine is included in a database?
22. How do you decide which databases are potentially the most relevant or useful for a query?
23. If an information query appears to relate to a range of subject areas, which type of database do you try?
24. Which EPIC full text databases do you select when you need to include NZ content?
25. Are there any EPIC resources suitable for...[specific user group]?

NOTES ON SURVEY QUESTIONS

While run together here in a rough level of competence, the questions could be alternately grouped into 'policy/practice vs. search skills vs. digital skills' if preferred. Amend the questions as



required but ensure that you ask about their actual behaviour or understanding, not what they could or might do.

AN APPROACH TO ASSESSMENT

Once you have the survey responses, apply an assessment scheme. A rough but effective approach could be to categorise competencies (or skill levels) along the lines of:

1. If acceptable responses to Q. 1 - 9 but few consistently sound responses are demonstrated in later questions then assign a 'foundation' skills level.
2. If acceptable responses to Q. 1 - 12 but few are consistently demonstrated in later questions then assign a 'refresher' skills level.
3. If acceptable responses to Q. 1 - 15 but few are consistently demonstrated in later questions then assign a 'databases/e-resources' skills level.
4. If acceptable responses to all questions then assign a 'competent' level (and co-opt them for coaching!)

[Where 'acceptable' = demonstrating an accurate understanding, sound judgment and/or depth of experience and confidence with resources.]

An alternative description could provide more specific descriptions of required skill development:

1. 'Foundation' could equate to 'develop basic/introductory online search skills'
2. 'Refresher' could equate to 'develop understanding of Web search engines features and search strategies'
3. 'Databases/e-resources' could equate to 'develop better awareness of the content and application of databases/e-resources'

However you describe them, they are now ready to feed into your training plan (next section).

Develop a Training Plan

Setting out the actions required to address the identified training needs

This section addresses needs and issues such as:

- What training is required to address your identified needs or skill gaps
- Drawing up a basic training plan
- Who should receive training and when
- Which factors may impact on your capacity to deliver training.

ACTION

A potential plan of attack on the issues:

1. Put it into Context

Determine first if there is an existing library training plan you can insert the established needs into. Smaller libraries might profit from looking at the experiences or ideas described in the **Resources**.

Consider or include:

- Skills, knowledge or experience to be developed
- The relationship to respective role requirements – particularly relevant competencies set out in Library Position/Job Descriptions
- Any existing CPD programmes and whether you can tie into these
- A rough priority rating eg. immediate/essential vs. developmental/medium term, useful for selected roles etc
- Any existing staff who exemplify the required skills? They may serve as models to help refine the specific skills that are needed.

A plan can be as basic as you like - its not 'policy', just the action steps - as long it sets out in a some structure the training needs common to one or more staff

2. Sort Staff

TIP

Distinguish clearly between awareness (the value of the e-resources) vs. skills (the how to use) training. Most staff should have some awareness of the e-resources to be able to promote them, but only information services staff may need to know how to use them on the customers behalf.

It could be useful to stream the participants according to the way they will be involved with e-resources. Assigning them a label which describes this role ("promoter, searcher/navigator, gatekeeper/coach, resource/services manager...") may assist tailoring of sessions to a useful context and be more indicative than their job title and convey more meaning to management.

3. Organise It

If no other option exists draw up your own plan as a table with columns for:

| SKILLS REQUIRED | STAFF | DELIVERABLES | MODE | TRAINER | ACCOUNTABILITY |
|-----------------|-------|--------------|------|---------|----------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

...and complete what's determined. Leave a blank column at this point for the who (the 'Trainer') and how ('Mode') bits.

4. Consider the Timing

Look at the appropriate and feasible timing for training. Consider:

- The assigned priorities
- Required sequencing (if any),
- Staff work schedules and competition from other training demands
- Timing of introduction of new or changed e-resources.

Think also about setting up provision for a standard coaching session for delivery following an incident of observed service failure or weakness? Note also the likely cycles of training – which deliverables will be needed at on a recurring cycle?

TIP

In general try to time training to the point of need and potential use. If you can link training to the introduction of new resources then you may get more buy-in.

5. Address Funding

Consider any budgetary issues: note funding requirements and how they might be sourced. Can they be sourced from the existing training budget? Consider not only the costs of delivery but also the need for any 'back-filling' while staff are on training.

NOTE

Library staff registered for the *LIANZA Professional Registration Scheme* will recognise that much of this skills training would fit with the requirements to be set out in their Professional Training Plan, in particular: 'Develop a breadth of practice relevant to your role' and 'Address knowledge and skill gaps not covered in your qualification or required for your job'. This relationship may serve to generate interest or assist sourcing funding.



Resources

Houghton-Jan, S. Planning for Technology Training. *Library Technology Reports*, 43(2):48-55, Mar-Apr 2007:

<http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=24794328&site=ehost-live>

Brandt, S. Writing a library training policy. *Computers in Libraries*, 22(6), Jun 2002 :

<http://www.infoday.com/cilmag/jun02/brandt.htm>

Farkas, M. The Evolving library: Ten timeless tech tips. *American libraries*, 38(6): 50, Jun-Jul

2007: <http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=25394367&site=ehost-live>

Goodwin, S. & Gola, C. H. Preparing staff for federated searching . *Internet Reference Services Quarterly*, 13(2/3): 245-259, 2008

<http://www.haworthpress.com/store/E-Text/ViewLibraryEText.asp?s=J136>



Source & Deliver Training

Arranging and providing training sessions - the who, when and how

This section addresses needs and issues such as:

- Options for provision of online skills training – what will work best for your library or respective staff
- Criteria for assessing whether training meets good practice and is likely to be effective
- Finding online sources (free or fee based) of training.

ACTION

For each skill ('deliverable') on your training plan consider options for providing the stated training requirement. The first factor to consider should be the mode of training, then move on to the logistics of who will do it and when.

Assess how each assessed need or requirement is best delivered (the mode) by reading through the various in-house and external options following. These range from formal group sessions to team discussion and sharing (show and tell).

A variety of modes may be the most effective mix. For example, developing judgment in the selection of e-resources for specific queries could be best done through regular brief discussion at team meetings of the e-resources used - successes and failures can both be learnt from. Basic search skills and strategies are most effectively taught in interactive, group sessions. Building on and consolidating this knowledge is usefully done through provision of exercises or experience.

NOTE

Poor training can be worse than none as it may actually discourage or intimidate those less confident with e-resources. Make it count! Don't confuse presentations or demonstrations with training for use; the former may increase awareness of possibilities but won't develop skills.

Underlying your decisions will be the need to ensure that any training delivered is as effective as possible. It is a considerable investment by the library (in staff time especially) and there may be only one opportunity over a period to provide such skills training.

What comprises effective training though for these types of skills? For formal or organised sessions (whether online or face-to face) there is a fair body of evidence that certain things have to be done (and done well) for full value to be gained. A brief list of such critical success factors is provided in the **Key components for successful skills training** box



following. Use this as a rough measure to assess potential organised training options. To review what underpins these factors look at the sources in **Resources - DESIGN & DELIVERY OF TRAINING** section.

CHECKLIST**Key Components for Successful Skills Training:**

- There is a clear statement of what is to be covered and the expected outcomes are made evident to participants
- The content is presented as much as feasible in the context of real local information needs i.e. each session example should relate to a clear customer need to resolve, not just a new tool to master
- The trainees are challenged in sessions to carry out the next step, not just told what to do. Making it a collaborative learning process will keep them creatively involved
- Slower participants are well supported – strong anxiety will impede their confidence and capacity to learn
- Search strategies and generic skills are given emphasis rather than all the features of a specific tool or resource
- Opportunities are provided for things not to work, and then approaches to how to work around them elicited from the trainees. Participants will learn from such ‘failures’ much more readily than from just following successful steps
- A mix of modes and media is deployed in formal sessions – participant hands on, group discussion, exercises, whiteboard key points; and written handouts are not provided until after concepts are presented (given before can split attention and hinder learning)
- ‘Stories’, anecdote, analogies are drawn on – anything that’s illustrative – of how the resources have been used to fulfil needs. These will enhance awareness of value and learning retention
- Trainers do not take over the participant keyboards to demonstrate an issue – rather they are talked through it. This will instil a lot more confidence and consolidation of learning
- ‘Think aloud’ processes are used whenever directing or demonstrating anything - participants are not left to figure why something is being done or used
- Brief recaps are given at the end of each session as well as an opportunity for questions.

Select preferred options from the following possibilities:

Scheduled**1. In-House**

- Peer ‘pair & share’ – buddy up staff in teams, assign them specific skills or products and ask them to learn and then ‘teach’ each other the key features and relevance of selected e-resources.
- Coaches – assign coaching roles to staff identified as suitable from the needs assessments (see prior section).



- Learning spots – schedule regular short spots in team meetings for staff to contribute examples of success (or failure) stories, discuss cases of use, or examine the presentation of e-resources in another library’s website.
- Self-directed from resources – assign or arrange scheduled learning or practice periods to work through exercises, case studies, online tutorials from e-resources vendors or other e-learning sites (see **Resources-TUTORIALS** for sources). Consider the merits of facilitated vs. self-paced sessions: facilitated (ie. a staff coach or mentor leads participants through the learning resources) can be of benefit to the less confident as it enables immediate response to any queries; self-paced sessions are easier to schedule, less intensive of resources and allow participants to proceed at their own pace but present risks of weaker monitoring of participant progress. Staff at minimum should be asked to briefly report on what they covered in each session and any queries that arise.
- Better-resourced libraries may want to extend this through developing your own materials and structured sessions as a component of their ongoing training programmes. Such sessions could ‘blend’ external online or e-learning resources with your live service practice monitoring and/or coaching schemes (see *Effective Use of Online Tutorials*).

CHECKLIST**Effective Use of Online Tutorials**

Online skills tutorials or other e-learning options can seem an attractive way to provide training when other options are limited. The obvious advantages of accessibility, flexibility and low overheads can however prove less than cost-effective if a number of critical factors are not thought through and provided for:

- **Capability** – the staff member should be capable of starting at the required point and developing skills progressively; ensure they have the requisite base
- **Relevant content** – assess whether the tutorial does clearly relate to work demands or skills. If not clear but still useful, make the relationship apparent to participants
- **Engagement** – assess whether the sessions do engage participants through their content and design. If this is very weak you may not get completion or good learning outcomes
- **Support** – ensure there are competent staff member(s) available to monitor the progress of participants and respond to their queries
- **Infrastructure** - assess whether you have the required software, bandwidth and freely available PCs to confidently deliver material
- **Follow-up/monitoring** – determine how skills gained are to be evaluated and possibly tested (by interview, observed on the job...?)

Online Tutorials may be more effective if used as a complement to other provided training (on-the job, live sessions, mentoring, discussion...) rather than being the sole tool i.e. they are **blended** with other modes of learning.

Unscheduled

Research indicates that ‘informal’ learning is increasingly seen as the principal means of developing staff – formal, assigned training sessions comprises only 10-20% of what staff learn on the job. Informal learning then be a more effective and faster route to developing skills particularly where formal opportunities are scarce or challenging to organise significant numbers of staff into. To have impact however it needs active encouragement and deliberative initiatives. These could include:

- ‘Play’ - encourage staff to explore and evaluate nominated e-resources during downtime on service desks. Set up bookmarks to key resources and provide a short list of questions about e-resources or typical search queries that staff can use to guide their exploration. This is a



less structured, more casual version of self-directed learning and more suitable for those who have had some prior exposure. It shouldn't be an option for introducing new resources or upskilling new staff.

- Search Modelling – informally convey to users or staff the thought behind and approach to using e-resources by deploying an explicit 'think aloud' approach to searching i.e. explain and comment on exactly what and why you are doing at each step (including failure points) any time you are undertaking a search with them.
- Managerial modelling - when managers learn of positive examples of e-resources use or developments in other libraries they should convey and discuss them with staff formally and informally to contribute to the awareness of value of the resources.
- 'Catch up' sessions - ask nominated coaches to deliver a standard short awareness session to any staff member who expresses or exhibits (in a service context) a lack of familiarity or confidence with relevant e-resources.
- On demand - put up promotional posters of fliers to e-resources in related areas of the print collections or staff areas and indicate to staff that any who would like to learn more can ask for a short 1:1 awareness session
- Blog/Newsletter - if your library has a vehicle for communicating to staff, provide periodic posts on search experiences and approaches with links to examples in e-resources.

NOTE

Your training possibilities may seem constrained by the lack of facilities available or accessible in your library. But, don't be deterred if you don't have adequate provision for formal group sessions – you can still do a lot through informal clusters of work PCs, using customer PCs before opening time, or working at an individual coaching level etc.

2. External

The availability of external providers and courses or resources is ever changing. You need first to be aware of training needs and desired modes (as above) and then have someone responsible for monitoring and alerting staff to suitable opportunities.

EPIC

- EPIC provides a range of training support to members and makes a set of training resources freely available to libraries. See the EPIC website *Training Support* page.

e-Resources Vendors

- All the current EPIC vendors provide some form of online tutorials and/or Web based training (see **Resources-TUTORIALS**). Some provide periodic visits from their representatives that will be useful to refresh staff on issues, key points or e-resources updates. These can complement in-library training programmes.

Other Sources

- A range of other professional and commercial organisations

NOTE

Vendor visits or resources can serve to raise awareness, but they may not provide effective skills training (as assessed by the *Key Components for Successful Skills Training* – see box above). Presentations that are essentially demonstrations (whether live or via Webinars) may help staff see possibilities for use or better understand content, but are not a substitute for real skills or confidence development



present periodic opportunities for continuing professional development (CPD) in this area. Maintain a watching brief on professional list serves (*nzlibs*, *schoollib* etc) and the offerings provided through LIANZA (see **Resources-OTHER TRAINING PROVIDERS**)

- There are growing range of freely available online tutorials. Evaluate options and consider whether any could form the basis of an in-house staff training programme (see **Resources-TUTORIALS**)
- Consider contracting a commercial training organisation to deliver session of your design if there are no ready-made options. This may be more feasibly done by getting together with other like libraries in your region.

Resources

EPIC RESOURCES

See the EPIC website *Training Support-Training Resources* page. Vendor training for member libraries may also be advised through the website and the EPIC listserv (Epic-I)

OTHER TRAINING PROVIDERS/MEDIATORS

LIANZA: browse their Events Calendar to monitor what coming up: <http://www.lianza.org.nz/cgi-bin/calendar/calendar.pl> or, sound out their Professional Development Coordinator, local Regional Committee or SIGs.

CAVAL regularly deliver training courses in NZ and Australia, some of relevance: <http://training.caval.edu.au/home.html>

DESIGN & DELIVERY OF TRAINING

Houghton-Jan, S. Conducting technology training. *Library Technology Reports*, Mar/Apr 2007: <http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=24794330&site>

Houghton-Jan, S. Creating technology training and materials. *Library Technology Reports*, Mar/Apr 2007: <http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=24794329&site=ehost-live>

Hough, B. Teaching People to Be Savvy Travelers in a Technological World. *Computers in Libraries* May 2006: 9-12 : <http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=20666006&site=ehost-live>

EPIC. *The EPIC Training Approach*, rev Oct 2008 : [link to EPIC website doc]

Boyle, K. Developing independent 21st century learners. *Education Today* 3, Oct 2007: 26-27 [Core teaching guidelines that apply well to skills training]: http://www.minniscomms.com.au/educationtoday/backissues/Learning%20Skills-ETOct07_pp26_Boyes.pdf

Web Junction/Training & Development [range of resources + Discussion forum]: <http://www.webjunction.org/training/-/resources/overview>



Kingsley, I. Learning 2.0: A Tool for Staff Training.... *Electronic Journal of Academic and Special Librarianship*, 10(1): Spring 2009 :
http://southernlibrarianship.icaap.org/content/v10n01/kingsley_i01.html

Cedar Rapids Public Library - staff training on public databases:
http://www.libsuccess.org/index.php?title=Cedar_Rapids_Public_Library_-_Staff_training_on_public_databases

TUTORIALS FOR SELF-DIRECTED LEARNING

EPIC Vendor Tutorials

Note some of these files are large and require adequate broadband to successfully play.

EBSCO

EBSCO Support Tutorials [<http://support.ebsco.com/training/tutorials.php>]

Note the Introduction to EBSCOHost 2.0, Basic searching, How to create search alerts.

Britannica Online

Full training handouts (including exercises) for Encyclopaedia Britannica Library Edition [<http://epic.org.nz/xtra/Britannica%20Online%20Library%20Edition.pdf>] and School Edition [<http://epic.org.nz/xtra/Britannica%20Sch%20Train.pdf>].

Gale Cengage

A wide range of Guided Tour (Webcasts), Navigation Guides and Tip Sheets [<http://support.gale.com/gale/cat.html?cat=1247>]

Including a RDS Business Suite tour .

Oxford Online

Their Librarian Resources Centre includes PPT presentations [<http://www.oup.com/uk/academic/online/librarians/#training>] on the OED, Oxford Art Online and Oxford Music Online.

ProQuest

Check PPT presentation of PQ search features [<http://epic.org.nz/xtra/psq.pps>]

And note the Training Tutorials [<http://www.proquest.co.uk/en-UK/support/training/tutorials.shtml>] . None on PQSJ but the 'Basic & smart searching, Building searches & refining' can be useful.

Information and/or Digital Literacy

[Training sources or models for tutorial development]

Stephanie Gerding-*Library Resources* [portal for links to tutorials, many public library oriented]
http://www.stephaniegerding.com/Library_Resources.html

ACRL PRIMO database of peer-reviewed library instructional materials [tertiary libraries focus but some of general interest]: <http://www.ala.org/apps/primo/public/search.cfm>

State Library of Queensland. *OPAL* (Online Public Access in Libraries) training [useful for Web searching, Web 2.0 tools...] :

http://www.slq.qld.gov.au/info/publib/train/libs/opal?SQ_DESIGN_NAME=text_only&SQ_ACTION=set_design_name

State Library of Victoria. *ergo Research Skills* [for younger students] :

http://www.slv.vic.gov.au/ergo/research_skills



IASL. School Libraries Online. *Information Skills Resources on the Internet* :
<http://www.iasl-online.org/advocacy/resources/infoskills.html>

Online Information Literacy (OIL) project modules [Otago tertiary libraries initiative but sound resources for info literacy in general] : <http://oil.otago.ac.nz/oil/index/Modules.html>

University Of Canterbury Library. *Find an article* (in databases) tutorial:
<http://library.canterbury.ac.nz/infolit/tutorials/databases/>

University of Waikato Library. *Waikato Information Skills Education* [specific to Waikato but useful for search strategy development and databases searching]:
<http://www.waikato.ac.nz/library/learning/wise/>

JISC. *Intute virtual training suite* [Web basics, searching and evaluating; for UK tertiary libraries but generally applicable especially the *Internet Detective*]: <http://www.vts.intute.ac.uk/>

University Idaho. *Information Literacy* modules: http://www.webs.uidaho.edu/info_literacy/

Learning 2.0 [Rasmuson Library, University of Alaska staff Web 2.0 staff online training resource] : <http://library.uaf.edu/blogs/learning20/> .

Te Punga [Award winning Akld University Library catalogue tutorial]
<http://www.library.auckland.ac.nz/instruct/tutorials/voyager/index.html>

General Search/Web Skills

Library Success: a Best Practices Wiki. *Online Training Resources for librarians*:
http://www.libsuccess.org/index.php?title=Online_Training_Resources_for_Librarians

For ideas from visual media search the ever-changing presentations freely available on:

YouTube. Try searching on 'tutorial' + keywords of interest: "web searching", "databases searching", libraries... : <http://www.youtube.com/>

and

Slideshare. Try searching on 'tutorial' + keywords of interest: *search skills, Web search, libraries, e-skills, information literacy, digital...* : <http://www.slideshare.net/>

ICT Skills

Farm Smart Computer Skills. Free (for NZ citizens) programme of IT skills delivered online through polytechnics:
<http://www.farmsmart.ac.nz/farmsmart/Default.aspx>

NZQA. *Generic Computing* (Unit standards+qualifications and links to providers) :
<http://www.nzqa.govt.nz/framework/explore/domain.do?frameworkId=75691>

Or check out your local continuing education providers. Many offer introductory computing options.



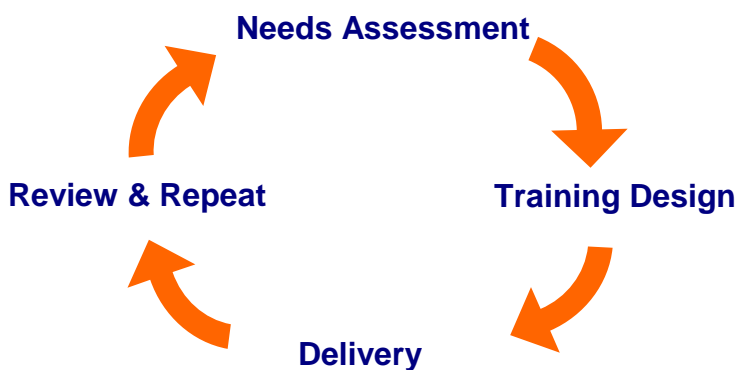
The Training Cycle

Ensure you know what is working and what needs to be changed, then do it again

This section briefly addresses needs and issues such as:

- Determining whether your training is providing full value
- Ensuring your training is firmly focused on real, current or emerging needs.

Training in the use of e-resources is not one-off process. Aside from maintaining awareness of the rapidly changing information resources themselves, online skills require continual or at least periodic building. And of course there are always new staff to bring up to speed. Once an initial programme or training 'cycle' is completed then it needs to be assessed and reviewed, amended or replaced as indicated by the review, plans updated and then training delivered again at a time assessed as opportune:



ACTION

Evaluation is essential to determine whether the training delivered has been well received and more importantly translated into competent and confident use of e-resources (assuming other factors are not constraining).

Evaluation Indicators/Measures

- Needs assessments can help determine what are the outcomes you expect the training should deliver over time. You could rerun some of the questions in the *Indicative Questions...* survey (in this section *s.IV Assess Skill Levels & Needs*) after 6 months to get an indication of whether skills and understandings have improved, or gaps that still exist.

- Self and/or team leader assessment of skill and awareness development on individual and team basis – get staff to rate themselves on a few questions as to frequency of use, understanding of content, confidence in use...
- Return to the 'Health Check' survey (s.l) and rerun the questions about service practices.
- Review any relevant staff development needs that have arisen from performance review processes or critical service incidents. Ask if they are being addressed by the scope of the training?
- Other standard indicators would include comparative statistics of use of e-resources, anecdotal reports from users of staff assistance with e-resources, or services observation. Bear in mind though that training is only one factor influencing extent of use. Access quality, managerial support and service culture can all have a significant impact – there is not a direct line relationship between the quality of training and actual usage.

Training Renegotiation

- Many managerial level staff fail to appreciate the extent of ongoing development needed to build the requisite online skills and understandings. This is particularly so in the digital world with it's very intense pace of change. Learn from the assessment results what's missing or needed and plan for the next phase. It is unlikely that any programme or course cannot be improved or built on, no matter how well received.

Resources

Houghton-Jan, S. Reassessment and revision. *Library Technology Reports*, Mar/Apr 2007:
<http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=24794331&site=ehost-live>

