This set of materials reports the needs assessment and implementation of a library staff development project funded by a Chicago State University grant. Because of the limited opportunity provided for all library personnel to improve their job skills, a proposal for a staff development program was submitted to the university granting office. A grant for six in-house workshops was approved. This document contains: (1) the grant proposal; (2) the needs assessment questionnaire; (3) an interim report; (4) a final report to the granting office; (5) samples of print publicity for each workshop; (6) letters of confirmation and appreciation to a workshop facilitator; and (7) the final evaluation form.

(Author/THC)
LIBRARY STAFF DEVELOPMENT WORKSHOPS

in an

URBAN UNIVERSITY

a project report

Jamie L. Harris

Robert B. Meeker

Douglas Library
Chicago State University
Chicago, Illinois

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Jamie L. Harris"

ED272200
ABSTRACT

This set of materials reports the assessment and implementation of a library staff development project that was funded by a Chicago State University grant. Because of the limited opportunity provided for all library personnel to improve their job skills, a proposal was submitted to the university granting office resulting in a grant for six in-house workshops. The contents of this set are: (1) the grant proposal, (2) the needs assessment questionnaire, (3) an interim report, (4) a final report to the granting office, (5) samples of print publicity for each workshop, (6) letters of confirmation and appreciation to a workshop facilitator, and (7) the final evaluation form.
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PROPOSAL: LIBRARY AND LEARNING RESOURCES STAFF WORKSHOPS

INTRODUCTION

To be successful librarians, we must continually keep abreast of the new developments and techniques in our dynamic profession. One of the most effective ways to do this is by continuing education programs. Participation in continuing education activities is implied in our criteria for retention and promotion. The 1982 RAMP Planning document lists as one of the goals of L&LR to "provide L&LR staff with appropriate in-service training opportunities in order to insure maximum efficiency and effectiveness." A staff program would achieve that goal.

The purpose of this proposal is to establish a series of six programs (workshops and seminars) of various activities to be held on campus. These programs would utilize inexpensive or free services offered by organizations or recognized speakers. In addition, we will fully employ the professional expertise of the Chicago State University faculty and staff.

BENEFITS

The benefits of this program are immediate and observable in the following ways:

1. Increase the satisfaction of our Library users
2. Update our training
3. Enhance our competencies on the job
4. Introduce new areas or skills
5. Further the goals and objectives of L&LR
6. Encourage informal discussion and the interchange of ideas and opinions
7. Discover new trends in automation
8. Increase interdepartmental communication and cooperation

DEVELOPMENT

Topics or areas for discussion will be selected by taking an informal needs assessment survey of L&LR personnel. This survey will be the basis for planning relevant activities.

Attendance at all sessions will be open to anyone with a genuine interest in library and library related concerns as well as anyone who finds the particular session or topic to his needs.

To provide continuous service to our users while the staff is attending these sessions, a rotation of nonprofessionals will be utilized.

The activities proposed will be workshops, seminars, lectures or symposia. As the subject dictates, the session may take one or any of the following forms:

1. An information exchange session led by one person
2. A workshop where participants learn techniques and skills
3. Demonstrations and presentations of products and methods
4. Special interest discussion groups which may begin with an authority and continue with a question-answer discussion

RELATED PROJECTS

We proposed the following outcomes of this program:

1. Expanding program to a wider audience and widening its scope to include new topics of interest
2. Publishing a manual on mini-workshops for academic librarians
3. Writing article on inservice training for a professional journal
5. Videotaping all sessions
PROPOSED SEMINAR TOPICS

Topics of current interest to librarians which may be selected:

1. A state of the art review of information technology
2. Stress and burnout in librarians
3. Employee motivation techniques
4. Marketing and management of the academic library
5. The academic library's role and obligation to its community
6. The image of the academic librarian
7. Book restoration
8. Developing special collections

FUNDING AND PERSONNEL NEEDS

Six sessions will be scheduled during the school year. A speaker, workshop leader, or seminar facilitator will lead each program. Appropriate refreshments will be served for breakfast or lunchtime sessions. Supplies and materials will be needed for publicity methods used, such as paper, printing announcements, etc.

$600.00 ($100 honorarium for each speaker)
300.00 ($50 each session)
100.00 Supplies

TOTAL $1,000.00

Student help will be employed for clerical work as well as for food service throughout the six scheduled workshops. In addition, the graduate students in the Library Science Department will be invited to attend.
Chicago State University
INTER-OFFICE MEMORANDUM

To       Library and Learning Resources Staff
From    Jamie and Robert Meeker
Date    September 27, 1983
Re       Workshop Questionnaire

Jamie and I are planning a series of workshops on improving library skills and services. Please let us know of your interests by filling out this questionnaire as completely as possible. Your responses will determine the general topics to be included in the workshops. Please return your questionnaire as soon as possible to either of us. Thank you.
1. How important is library continuing education to you? (check one)
   ___ very important
   ___ somewhat important
   ___ not important

2. Do you feel that your library continuing education needs are being met? (check one)
   ___ very well
   ___ adequately
   ___ less than adequately

3. If you are not satisfied with the currently available library continuing education opportunities available to you, why not? (check as many as apply)
   ___ subjects you are interested in are not offered
   ___ times offered are not convenient
   ___ offered at a too great a distance
   ___ too expensive
   ___ quality of instruction is poor.
   ___ other (describe): ____________________________

4. Do you prefer to take continuing education (check one)
   ___ for college credit only
   ___ for credit toward job advancement
   ___ for credit toward certification
   ___ credit is not essential

5. Do you prefer to take continuing education (check as many as apply):
   ___ in the evening (after 5 p.m.)
   ___ during the day (between 8 a.m. and 5 p.m.)
   ___ on weekends
   ___ during vacations

6. Which times are best for you to participate in continuing education experiences (check as many as apply):
   ___ September - November
   ___ January - March
   ___ April - May
   ___ June - July
   ___ July - August
   ___ Other (describe) ____________________________

7. Which of the following time formats do you prefer? (enter as many letters as are appropriate for each):
   ___ workshops, seminars, discussion groups
   ___ lecture demonstrations
   ___ apprenticeship or internship

SEE NEXT PAGE FOR LETTERED ITEMS
7. (continued)
   a - less than one day
   b - one day
   c - two days
   d - one week
   e - evening, once weekly for a period of time
   f - evening, twice weekly for a period time
   g - one weekend
   h - two weekends

8. How do you prefer to improve your library related skills? (check as many as apply)
   ___ live lecture demonstration
   ___ lecture via audiotape or radio
   ___ TV or film lecture demonstration
   ___ workshops, seminars and discussion groups (separately held)
   ___ workshops, seminars and discussion groups (as part of a conference)
   ___ apprenticeship or internships (long-term)
   ___ articles, books and reports
   ___ programmed learning
   ___ college courses
   ___ correspondence courses
   ___ other (describe)

9. Which surroundings do you prefer for learning in groups? (check as many as apply)
   ___ work
   ___ hotel or motel meeting room
   ___ isolated conference center
   ___ college classroom or laboratory
   ___ school classroom or laboratory
   ___ other (describe)

10. How many continuing education experiences have you had in the last two years, including workshops, seminars, college courses, etc? (inside your library or elsewhere): 
    ___ (give number)

11. What groups or institutions offered the continuing education experiences you have in the last two years (give number):
    ___ commercial vendors (eg. A J Seminars, BRS, etc)
    ___ higher education
    ___ your library, school district, intermediate unit, district library center
    ___ state library
    ___ professional organization
    ___ consortia and cooperatives
    ___ private consultants
    ___ federal
    ___ other (describe)
12. What continuing education would you take to improve your library skills? (check as many as apply)

WOULD NOT SURE WOULD NOT
book selection and collection development
reference services
adult services
children services
services for special groups (identify)
cataloging
indexing/abstracting
rare books and preservation
a/v materials and production
a/v services
bibliographic instruction
interlibrary loan
curriculum development
periodicals
others (describe: )

13. What continuing education experiences would you take to improve your library management skills? (check as many as apply)

WOULD NOT SURE WOULD NOT
techniques for managing time and work
managing by objectives
systems analysis
scientific management
alternative administrative styles
supervision
women in management
reward systems
other (describe): 

14. What continuing education experiences would you take to improve your library executive skills? (check as many as apply)

WOULD NOT SURE WOULD NOT
planning
budgeting
public relations
library law
intellectual freedom
lobbying
evaluating
grants development
other (describe): 


15. What continuing education experiences would you take to improve your library clerical skills? (check as many as apply):

WOULD      NOT SURE      WOULD NOT

- typing
- filing
- shelving
- marking
- mending
- care of av materials
- care of av equipment
- bookkeeping
- ordering
- word processing
- other (describe):

16. What continuing education experiences would you take to improve your library skills in new technologies? (check as many as apply)

WOULD      NOT SURE      WOULD NOT

- video
- cable TV
- microcomputers
- on-line bibliographic databases
- automated circulation system
- COM catalogs
- automated periodicals systems
- automated acquisitions systems
- other (describe):

17. What continuing education experiences would you take to improve your skills in working with people?

WOULD      NOT SURE      WOULD NOT

- questioning and interviewing skills
- conflict resolution
- effective communication
- speaking before groups
- group process
- teaching and demonstrating skills
- organizing volunteers
- others (describe):


18. Is your current role in the library as a (check one):

- manager
- paraprofessional (including clerk, technician)
- professional (librarian, media specialist, etc.)
- student aide
- other (describe)

19. What is your educational background? (check one)

- less than high school
- high school diploma
- associate - some college Major
- BA or BS Major
- MA or MS Major
- Other (describe)

20. How long have you been associated with library work?

- years

21. How do you find out about library continuing education opportunities? (check as many as apply)

- from professional and trade publications
- from mailings and brochures
- from local newspapers
- from your library
- from co-workers and friends
- other (describe)

22. What effect has your previous continuing education experience had on your present job performance?

- greatly improved performance
- somewhat improved performance
- has had little effect on performance
- has had no effect
Implementation of Grant Proposal 83-60 began by assessing the needs of the Douglas Library LCLR faculty and staff. After a search of the literature, a needs assessment questionnaire was developed and distributed to LCLR personnel.

A computer analysis of the questionnaire responses is being done by Mr. Eddie Sanders, Department of Management, Marketing and Information Systems, to whom we are grateful. Interpretation of this data is continuing and on completion will be used as a guideline for future LCLR staff development activities.

WORKSHOP #1 --BEHIND THE SCENES AT DOUGLAS LIBRARY —Oct. 20, 1983

Because the library is very departmentalized, often those working in one area have little idea of the work that goes on in other areas. Ascribing to the premise that the parts make up the whole—that each library function is essential to the overall contribution the Douglas Library makes to the University, we felt this concern should be addressed. Therefore, based on the results of a random informal survey, this workshop was designed.

Workshop presenters - Head Librarians in the various areas: serials, circulation, government documents, acquisitions, reference, cataloging, and learning resources detailed the functions or tasks that are performed which enables that area to then provide its specific service either to another library area or the public.

Dr. Prigge, the new LCLR Dean, accepted this excellent opportunity and presented his future plans for the Library.

The entire session was videotaped by TV Studio and refreshments were donated by some LCLR faculty members. There were twenty six attendees.
WORKSHOP #2 - STRESS MANAGEMENT FOR LIBRARY PERSONNEL-Dec. 2, 1983

Barbara McKinney Jackson, Assistant Professor of Social Work at Roosevelt University, a personal development consultant, informed us of the far reaching effects of stress. By use of the Social Readjustment Rating Scale, all participants were able to accurately measure their present stress potential. In addition, the attendees took part in stress reducing exercises via a tape used in the Roosevelt University Stress Clinic.

Dr. Barbara Henley, Acting F an, Student Development at Chicago State University, summarized some preliminary findings of her recent research on stress and Black women at CSU.

Coffee furnished by L&LR. There were 27 in attendance.

WORKSHOP #3 COMPUTER TECHNOLOGY IN DOUGLAS LIBRARY-Jan. 26, 1984

The three major areas in the Library that deal most closely with computer technology - LCS, OCLC, and online bibliographic searching - were discussed in detail by professional librarians who work most closely with these new technologies. In addition, Dr. W. C. Prigge, Dean L&LR, presented a look forward which detailed some of the future plans for computerized technology in the Douglas Library and in society.

In addition to the discussions, workshop participants actually got the opportunity to try out the computer technology available in the Douglas Library. With this 'hands on' experience, participants were better able to see how these computer systems affect procedures in the Library and how it can be useful on a day-to-day basis. Twenty five persons attended.

Three additional workshops are planned for February through May 1984. Programs for each workshop outlined in this report are appended.

RESPECTFULLY SUBMITTED:

[Signature]

February 1, 1984
FINAL PROGRAMMATIC AND EXPENDITURE REPORT

of

LIBRARY AND LEARNING RESOURCES STAFF WORKSHOPS PROJECT

Grant Proposal 83-60

June 19, 1984

Submitted by:

Jamie L. Harris
Robert B. Meeker
SUMMARY

If it is to continue providing exceptional service and being an important force in the University, the Douglas Library staff should be provided with opportunities to grow. These opportunities will surely stimulate increased productivity and improved morale throughout the entire Library. One method of accomplishing this is to organize workshops and seminars on a regular basis where staff can exchange ideas, learn new skills and keep abreast of new trends. The average cost will be about eighty dollars for each workshop.

BACKGROUND

At Douglas Library, the staff's opportunity to attend continuing education activities held outside the Library is very limited. This is partially due to little or no financial support, encouragement and information. This is especially true for nonprofessional personnel. In an attempt to relieve this situation, we proposed a series of six workshops to be held in-house. The workshops were to deal with topics which the staff would find useful in improving their effectiveness in and knowledge of their jobs. Additional benefits anticipated were (1) an increase in staff morale and (2) more interdepartmental interaction and cooperation. Workshop participants were expected to be (1) the professional librarians, (2) the library support staff (nonprofessionals and civil service employees) and (3) any other interested persons.
We received a grant for five hundred dollars to conduct a series of six programs on various topics to be held on campus between July 1, 1983 and June 30, 1984.

**DISCUSSION**

The initial part of the project involved designing and distributing a questionnaire designed to assess the needs of the intended audience. The results were analyzed, interpreted and used as a basis for choosing various workshop topics. Other topics were included as a result of our observations over a four-year period.

Workshop leaders or presenters were chosen because of their knowledge of and experience in a specific field, their presentation styles, and their willingness to accept the available honorarium. For some workshops, there was a deliberate effort to bring other than an academic or library viewpoint to the staff.

All staff workshops were held in the Faculty Lounge on the third floor of E-Building. This room is spacious, well-lighted, convenient, and somewhat secluded and quiet. The first three programs were held from 9 A.M. to 12 Noon. The final three programs were scheduled from one to 3 P.M.

We designed the flyers which were reproduced by the campus duplicating service. B. Myles, a civil service employee, addressed and distributed the flyers to all Library and Learning Resources staff, the library
Science Department and others who had expressed an interest. Flyers were sent to the Chicago State University Faculty Development Committee for inclusion in its newsletter.

This project gratefully received assistance from numerous colleagues. B. Myles helped publicize sessions by addressing and distributing flyers. She also planned menus, served and helped prepare refreshments for workshop sessions. In addition, she helped clean up afterwards. Refreshments were donated for most programs by Library and Learning Resources faculty members. The Dean's office donated the test materials for the Self Awareness Workshop. Mr. Eddie Sanders, Jr., Business and Administration Department faculty member, made a computer analysis of the assessment questionnaires. Expressions of appreciation have been made to all these donors.

Two workshops were filmed by the Chicago State University Audiovisual and Television staffs. Our other requests undoubtedly conflicted with the prior filming commitments of the Television Studio. We met with limited success in attempting to record sessions using our personal equipment.

WORKSHOP PRESENTATIONS

The first three workshops which were fully described in our Interim Report of February 1, 1984, were:

1. BEHIND THE SCENES AT DOUGLAS LIBRARY
2. STRESS MANAGEMENT FOR LIBRARY PERSONNEL
3. COMPUTER TECHNOLOGY IN DOUGLAS LIBRARY
Since our Interim Report, implementation of Grant Proposal 83-60 continued with the final three workshops:

**WORKSHOP 4: INROADS TO EXCELLENCE**  
February 23, 1984

Ingrid Wallace, Management Consultant with Training Systems, Inc., an Evanston, Illinois company, was the workshop leader. Ms Wallace conducts extensive in-depth workshops on a personnel training system titled *Management by Responsibility*. Clients include corporations and governmental agencies nationwide. Her presentation was an overview of this management concept.

**WORKSHOP 5: TELEPHONE AWARENESS**  
March 29, 1984

Ingrid Wallace returned to lead this workshop. While a personnel trainer at Blue Cross Blue Shield Company, Ms Wallace developed and periodically presented this telephone awareness workshop to its employees. The program was developed to teach one that the impression created whenever one makes or receives a telephone call at work can be a lasting one.

**WORKSHOP 6: SELF AWARENESS**  
May 3, 1984

John Tyson, Assistant Director or Planning, Administration and Development at Northern Illinois University Libraries and library consultant, led this final and popular workshop. This session was designed to help each library employee identify his leadership and behavior style. The workshop participants can then take this knowledge of themselves and develop specific techniques to improve their effectiveness on the job. Library and Learning Resources donated the materials used in this
session. There was an exceptionally enthusiastic response to this presentation with attendees requesting that Mr. Tyson return and present the complete full day session.

PROBLEMS ENCOUNTERED

Some personnel felt there was a reluctance on the part of their supervisors to allow them the time off to attend some workshops. A written policy or statement from the Dean's office would remedy such a situation.

The unreliability of delivery of requested audiovisual equipment was also a concern. This situation may be remedied by more closely following all procedures for requesting equipment (in writing), making requests early and rechecking the day before the scheduled program. Sometimes making a telephone call an hour before meeting time is desirable.

Limited attendance by professional librarians indicated that the workshops did not sufficiently meet their needs. Perhaps the librarians have adequate opportunities for continuing education/faculty development activities on and off campus as there are University-sponsored programs as well as some financial support for librarians to attend off campus programs. Another possibility may be that the topics were not of interest to the librarians. The needs assessment questionnaire responses showed that the professional librarians felt less a need for continuing education type programs. An analysis of the responses revealed that the more years of service, the more prevalent was this opinion.
Publicizing the workshops proved to be quite difficult and inefficient. While using the campus mail service, many persons reported not receiving their notice of a scheduled workshop in sufficient time. A policy of hand carrying all notices was then instituted. This way we could be sure all personnel received them in a timely fashion. It may be wise to plan and publicize a series of workshops instead of each one individually. Staff could then plan ahead to attend and adjust their calendars accordingly. This would also be economically more cost effective as it would reduce duplicating costs. A staff notice bulletin board should be developed. Staff would then become accustomed to looking here for notices of meetings and workshops. Perhaps upcoming programs could be announced in all meetings being held or attended by Library and Learning Resources personnel. An art student also should be located who would attractively design all programs and notices.

CONCLUSION

We found, through conversation and from responses on the evaluation questionnaires, that participants thought the workshops valuable, informative, and felt they should be continued. Some enjoyed the socializing and exchange with their fellow workers. Most felt that the new ideas they heard could be applied in their jobs in various ways. Attendees stated that they could use these new ideas at work:

1. To decrease conflict with co-workers
2. To improve working relationships.
3. To improve self image
4. To gain insight into one's personality
5. To use computers to get materials quickly

Some suggestions that participants had for improving these programs:
1. Include staff outside Library and Learning Resources
2. Repeat sessions on different days at different hours
3. Increase attendance
4. Increase individual participation
5. Schedule sessions more frequently; shorter sessions
6. Get more input from other staff members
7. Include more flexibility in scheduling
8. Begin promptly
9. Improve publicity

RECOMMENDATIONS

We feel that some educational experience, such as these staff workshops, should be scheduled on an ongoing basis and should be viewed as job incentives. Financial support for this type of program should be included in the annual Library and Learning Resources budget. We also feel that such programs should be planned to meet the needs of the nonprofessional staff for whom such opportunities are virtually nonexistent. The programs should, however, continue to remain open to anyone who is interested in the topic being discussed. Besides imparting new information, this program would probably do much to improve the seemingly low staff morale.
The staff program we have recommended, when implemented, would indicate that all employees make an important contribution to an important unit within the Chicago State University community — the Douglas Library. As a result, the Douglas Library users would benefit by better service from a better-informed staff.
LIBRARY & LEARNING RESOURCES
STAFF WORKSHOP #1

BEHIND THE SCENES IN DOUGLAS LIBRARY

FOLLOW A BOOK FROM ITS REQUEST TO ITS CHECKOUT
DISCOVER WHAT HAPPENS IN EACH LIBRARY DEPARTMENT

FOR ALL INTERESTED PERSONS
THURSDAY, OCTOBER 20, 1983
9:00 A.M. TO NOON
E-BUILDING
FACULTY LOUNGE 3RD FLOOR

UNDERSTAND THE ACTIVITIES THE PUBLIC DOESN'T SEE
INCREASE YOUR CHANCES FOR PROMOTION
LEARN HOW YOUR JOB FITS INTO THE OVERALL PICTURE

RESERVATIONS ARE NECESSARY CALL X-2235 or 2236 IMMEDIATELY
ASK FOR HARRIS OR MEEKER

L&R PERSONNEL RESERVATIONS FORM
All L&R personnel who are on duty Thursday, Oct. 20, PLEASE FILL IN THIS FORM AND RETURN IT TO HARRIS or R. MEEKER, E-204.

I WILL ATTEND THE L&R STAFF WORKSHOP

Signature of Staff Member

Signature of Supervisor
PROGRAM

Registration and Coffee

9:00 WELCOME / OPENING REMARKS ... J. Harris, R. Meeker

9:15 "New Directions for Douglas Library"
.... Dr. W. C. Prigge, Dean, L&LR

9:30 PRESENTATION:
"A Books Eye View of the Douglas Library"

10:30 BREAK

10:45 PRESENTATION:
"Other Special Places"

11:45 QUESTIONS and ANSWERS
WRAP UP/EVALUATION

12:00 REFRESHMENTS

Presenters: S. Chang K. Hobgood N. Mancuyas
I. Miletich A. Moore M. Nuby
S. Onesto and others

Harris and Meeker wish to thank all participants and volunteers who have donated their time, energy, and food to ensure a successful workshop.
STRESS MANAGEMENT
FOR
LIBRARY PERSONNEL

THURSDAY, DECEMBER 8, 1983

9:00 A.M. - 12:00 NOON

FACULTY LOUNGE - E-BLDG - THIRD FLOOR

PRESENTER: Barbara McKinney Jackson, M.A., ACSW; Partner, Jackson-Sims & Associates, a consulting firm specializing in Personal Development; and Assistant Professor of Social Work, Roosevelt University.
*Have you ever wondered why there are so many strange looking typewriters throughout the library?
*LCS OCLC BRS DIALOG FRB - What do these things mean? Did someone spill some alphabet soup?
*Who are ERIC and LISA and why haven't I met them yet?

FOR THE ANSWER TO THESE QUESTIONS AS WELL AS AN INTRODUCTION TO THE NEW TECHNOLOGY AVAILABLE IN THE DOUGLAS LIBRARY - PLEASE COME TO OUR WORKSHOP ------- THURSDAY JANUARY 26th 12:00-3:00 in the Faculty Lounge

RESERVATIONS WILL BE NECESSARY - Please fill out and return this form to either JAMIE HARRIS or BOB MEEKER as soon as possible

L & LR STAFF DEVELOPMENT WORKSHOP

I will attend the workshop.

Signature
STAFF DEVELOPMENT WORKSHOP #3
THURSDAY Jan. 26, 1984

PROGRAM

12:00 - 12:15 WELCOME ------ Robert Meeker, Reference Department

12:15 - 12:45 LCS ----------- Mariana Herrera, Head, Circulation Department
LCS (Library Computer System) - While designed as a circulation system, LCS provides author and title access to our collection and to the collections of 22 other universities throughout the state. Initiated in 1980 - 13 terminals are located throughout the library.

1:15 - 1:15 OCLC -------- Dr. George Svec, Cataloging Department
OCLC (Online Computer Library Center) - Essentially a cataloging tool, OCLC is an excellent way to verify a book's title, an author's name or other bibliographic information. Initiated in 1975-6 - Terminals are located in the 'Terminal Room' in the Cataloging Department.

1:15 - 1:30 Coffee and Cookies

1:30 - 2:00 ONLINE BIBLIOGRAPHIC SEARCHING
Jamie Harris and Bob Meeker, Reference Department
Students, Faculty, and Staff use this service to locate magazine articles on specific topics. Information can be found on almost any subject.

2:00 - 2:30 FUTURE TECHNOLOGY IN THE DOUGLAS LIBRARY
Dr. William C. Prigge, Dean, L&LR

2:30 - 3:00 HANDS ON DEMONSTRATIONS OF SYSTEMS
QUESTIONS AND ANSWERS
WRAP UP

BEST COPY AVAILABLE
TELEPHONE AWARENESS

5th L&LR STAFF WORKSHOP

"THE IMPRESSION YOU CREATE WHENEVER YOU MAKE OR RECEIVE A TELEPHONE CALL AT WORK CAN BE A LASTING ONE"

ARE OUR CALLS REFLECTING THE IMAGE WE THINK THEY ARE?

INGRID WALLACE, WHO LED THIS WORKSHOP FOR BLUE CROSS BLUE SHIELD EMPLOYEES, WILL LEAD THIS SESSION.

THURSDAY, MARCH 29, 1984
1:00 P.M.
FACULTY LOUNGE - E-BUILDING

* REFRESHMENTS *
SELF-AWARENESS WORKSHOP

THURSDAY, MAY 3, 1984
NOON TO 3:00 P.M.
E-BUILDING - THIRD FLOOR STAFF LOUNGE

INTENDED AUDIENCE

This workshop is designed to assist library employees in the identification of various leadership/behavioral styles used in the work environment. Each participant will identify a personal leadership/behavioral style and focus on developing specific techniques that will result in higher levels of cooperation and commitment from subordinates, peers and superiors.

WORKSHOP CONTENTS

Training materials will be used to assist participants in identifying a personal behavioral style and answer questions such as:

- What is my individual style of interacting with people?
- How do I go about getting things done?
- In what type of situation do I tend to lead most effectively?
- How will I tend to react when faced with strong opposition?
- Do I feel more comfortable dealing with a problem of a technical or human nature?
- In carrying out leadership responsibilities, how well do I approach +'•- motivators/satisfiers of people?
- What additional suggestions are needed for me to develop greater skills with which to be even more effective than I am at present?
November 8, 1983

Ms Barbara McKinney Jackson
Jackson-Simmons & Associates
55 E. Washington Blvd. Ste 3402-A
Chicago, IL 60602

Dear Barbara:

This is to confirm our telephone conversation of last week.

We are looking forward to your leading a workshop on Stress Management for Library Personnel on December 8, 1983, from 9:00 AM to 12:00 Noon in E-Building Faculty Lounge (3rd Floor). An honorarium of $75.00 has been allotted.

Our expected audience will be professional librarians, library support staff, library science majors and perhaps a few other interested persons. My guess is a maximum of 35 attendees.

If you will need any special equipment or seating arrangement, etc., please let me know as soon as possible. Don't hesitate to call me if you have any questions about anything. My number here is 995 2236.

Looking forward to seeing you.

Sincerely,

[Signature]

Bob Meeker
December 15, 1983

Ms Barbara McKinney Jackson
Jackson & Associates
55 E. Washington Blvd. Ste 3402-A
Chicago, IL 60602

Dear Barbara:

On behalf of the Chicago State University Library and Learning Resources staff, permit me to thank you for telling us all about stress on last Thursday.

Based on the compliments your presentation received, this staff should now be more able to reduce stress. We are frequently using the stress reduction techniques you demonstrated.

Enclosed is an honorarium check for $75.00. We are also enclosing the evaluation forms that we collected.

Again, thanks and best wishes for a happy holiday season.

Sincerely,

Jamie Harris

Bob Meeker

enc.\*
EVALUATION

LIBRARY AND LEARNING RESOURCES STAFF WORKSHOPS

We would appreciate your cooperation in filling out the following evaluation questionnaire. Your responses to the six staff workshops will be necessary for our final report to the grantor, the CSU Foundation. Your input is needed to determine the value of such a program for LCLR staff.

WORKSHOPS

A. BEHIND THE SCENES AT DOUGLAS LIBRARY
B. STRESS MANAGEMENT FOR LIBRARY PERSONNEL
C. COMPUTER TECHNOLOGY IN DOUGLAS LIBRARY
D. INROADS TO EXCELLENCE (Management by Responsibility)
E. TELEPHONE AWARENESS
F. SELF-AWARENESS WORKSHOP

1. Which workshop(s) did you attend? (Use letter of workshop: A, B, etc.)

2. Of the one(s) you attended, which was the MOST INTERESTING to you? __________

3. The workshops which were the LEAST INTERESTING or the LEAST VALUABLE for your purposes were __________

4. What NEW IDEAS did you hear? (Please list a few) __________

5. Can you use these NEW IDEAS at work? If yes, how? __________

6. How do you rate what you heard from the speakers? (Check as many as apply)
   a. too much repetition __________
   b. of little value __________
   c. satisfactory __________
   d. much new information __________
   e. of great value __________

7. Which other topics would you suggest for future workshops?

8. What, if anything, do you think could be done to improve the program? __________

9. Would you like to see these workshops continue? Why? __________

THANK YOU FOR YOUR COOPERATION!