

Summary of the Train the Trainer Follow-up Survey

The Train-the-Trainer follow-up survey was conducted in December 2005 using the WebMonkey.com online survey software. All participants of the Train-the-Trainer's three workshops were asked to complete the survey.

29 participants took the survey: 20 from Public Librarians, 4 from College Librarians, 2 from Special Librarians, and 1 from a School Librarian (2 responses did not indicate library type).

On average, the participants said that the training boosted their confidence in preparing and conducting training sessions to adults by 20% (two participants gained 60%, three participants gained 40%, and six participants gained no confidence).

Since the training, eight participants have increased the number of training sessions that they present each month. Ten participants used the information presented in the workshop to update training materials for both library staff and patrons. Ten participants have taken the time to learn more about adult learning styles and techniques since the workshops.

Only three participants said that their library has made their training expertise known to other libraries.

Selected responses on how participants have used the skills that they learned during the workshops:

It has helped me by remembering to focus on reaching people with learning styles that may be different from my own preferred learning styles, giving time to refocus thoughts and energies, an awareness of small gestures, etc. that may not be desirable, and an acknowledgement of the time needed to adequately prepare.

Have made an effort to have a better variety of presentation materials to make it easier for everyone to relate to whatever topic is being covered.

I am remembering different learning styles and trying to accommodate all learners.

Applied an awareness of older students and their needs in regards to computer set up: Screen height, keyboarding problems, and attention span.

Selected responses on how participants have changed their training practices for **library staff** since the workshops:

I try to make sure I am speaking on their level and not using techno-speak. I have added power point features, which everyone seems to like a lot. I ask more questions of the group to keep them engaged. I tell stories about myself to encourage people to be more involved.

Trying to use more materials specific to people's learning styles, e.g. visual learners versus touch.

I make sure that I follow the advice from outlines that she gave us-- sandwiching. I take the time to develop handouts. I have made a checklist from the workshop of important steps in preparing training, so that I do not forget anything.

I have become more sensitive to the wide range of generations that I have in my building, and change how I approach each.

Using fewer acronyms and doing a more conscientious job of ensuring everyone is aware of what the ones we do use mean so we are all on the same page.

Probably slowed the pace a bit and did not assume too much as far as their understanding of policies/procedures.

Selected responses on how participants have changed their training practices for **library patrons** since the workshops:

I make sure I understand exactly what they are asking and I repeat the question. Power point is one of the best tools I have, other than the knowledge I gained at Train the Trainer.

Slower pacing, more visuals in handouts, more awareness of body language

Make sure all staff are aware that we need to minimize 'library tech speak' when working with our patrons. Using more graphics/pictures with text on our signs and notices of upcoming events.

I do more practice sessions. First, I demonstrate and then I ask the person I am instructing to show me how and then we launch a new search with the same techniques demonstrated until the person is confident in launching searches by his/herself.