

IMPACT in Public Libraries December Participants

Project IMPACT in Public Libraries

Thank you for your participation in Project IMPACT in Public Libraries, a joint IMLS/UNT funded research project. Please help us by completing this survey and the delayed posttest for the "Managing Difficult Patrons with Confidence" LE@D training course. Your responses are vital to our research and your comments will enable us to improve the quality of online library training. You may also e-mail Project IMPACT in Public Libraries directly at teri@unt.edu to provide additional feedback or comments on your online training experience.

Please complete the following information. All responses and submissions to this survey are confidential, and the data will only be reported in the aggregate.

Last Name:

Library:

Address:

Address 2:

City/Town:

State:

ZIP/Postal Code:

Country:

Email Address:

Phone Number:

Is your library's service area population 25,000 or less? Note: "A service area for a particular branch can be defined as the zone of influence of the branch, or, that portion of the overall land of the city from which the branch draws most of its users." (Bachus, 1978)

Yes

No

Course Completion

Were you able to complete the course? If you were unable to complete the course, please check and list the reasons you were unable to complete the course. (More than one reason is permitted.)

- N/A (course completed)
- Technological issues
- Time constraints
- Lack of administrative support
- Natural disaster and/or power outages

Other (please specify)

IMPACT in Public Libraries December Participants

This section of the survey has been included to gather information on the status of your patron policies. Please include any additional comments you may have in the comment boxes.

Did your library have policies in place related to "difficult patrons" prior to your participation in the training?

Yes

No

Not sure

Please describe the current status of your library's policies related to difficult patrons. [Note the following are some example statements: (1)The cell phone section of our patron policy is under review (2) Our policy manual is currently scheduled to be reviewed and revised this summer; (3) The library has an approved patron policy and procedures manual available on the web at <http://...>, etc.]

Have you or your library reviewed, revised, or created your patron policies since taking the Managing Difficult Patrons with Confidence online training?

Yes

No

If you answered "yes" to the previous question, was the impetus for the review, revisions, or development of your policy influenced by the training materials?

Course Applicability

Please rate the level of agreement you feel about the following statement:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
"The course content was applicable to my job duties."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"I felt comfortable using online courseware technology."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"The availability of the course online was convenient for my schedule."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Online discussion forums and postings should be a requirement for online training."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"My library administrators value professional development and continuing education certificates from online training as highly as those from traditionally delivered face-to-face training."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IMPACT in Public Libraries December Participants

As you recall the past three months, the time period that has elapsed since taking the Managing Difficult Patrons with Confidence Online Training, please select the appropriate response.

	Daily	Once or twice per week	Two or three times per month	Once per month	Once or twice in the past three months	Not at all
Have you encountered an opportunity to use what you learned from the training in your day-to-day work duties?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please include any additional comments regarding how the online training information and experience has been useful to you:

Online Discussion

Do you think the topic of "managing difficult patrons" is a good topic for discussion?

Yes

No

Why or why not? (please specify reasons for your response)

Did your online training include discussion postings and was a course facilitator provided?

Yes

No

Not sure

Comments (optional)

Participation in Discussion

Did you participate in online discussion within your course?

Yes

No

Reasons to Participate in Course Discussions

IMPACT in Public Libraries December Participants

How did your participation in the course discussion impact your online learning experience?

Reasons NOT to Participate in Course Discussions

What were the primary reasons you chose not to participate in the online discussion within the course?
(Note that online communication tools were only available to 50% of participants.)

Information on Inhouse Discussion

Were the online training materials and difficult patron policies discussed within your library between you and your fellow staff members and/or supervisors?

Yes

No

Comments (optional)

In-house Discussion

How would you characterize the discussion among library staff and/or administrators? (Select all that apply)

- The training and subject matter were discussed informally among staff members
- The training and subject matter were discussed with supervisors/library management during staff meetings or time set aside for training
- The training and subject matter were discussed online via e-mail or other electronic medium (e-newsletter, library blog, e-mail, etc.)
- Policy and procedures manuals were distributed and reviewed
- Other

If "Other" selected, please specify:

Preferences

IMPACT in Public Libraries December Participants

Why did you take this online training? (Please select all that apply.)

- C.E. credit
- Professional enrichment
- Free scholarship
- Opportunity to participate in an IMLS/UNT LE@D research project
- Other

If "Other" selected, please specify:

Is staff time allocated for online training?

(Note "allocated" means the training time is set aside from reference desk or other normal library duties.)

- Yes
- No

Please state where and when you completed your online training, (e.g. at home after work hours, at the reference/circulation desk during slow periods, at the library during work breaks, at library during allocated training time, etc.)

Technical Concerns

Did you receive your user name and password from LE@D administration within three days after being approved for the scholarship?

- Yes
- No
- Not sure

Comments (optional)

IMPACT in Public Libraries December Participants

For this research project, it was necessary to ask you to sign a consent form and to complete a forty question pretest, which are not normally requested in a LE@D course. Did you experience difficulty at the beginning of the course due to these additional requirements?

Yes

No

Not sure

Comments (optional)

Were you comfortable with the level of privacy and security of personal and professional information?

Yes

No

Not sure

If no or not sure, please list specific concerns.

Computer Experience

	Expert	Advanced	Proficient	Some experience	New user
How would you rate your level of computer experience?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (optional)

Did you have any problems loading the training modules?

Yes

No

If "Yes," please describe:

IMPACT in Public Libraries December Participants

What type of computer did you use for this training?

- Windows-based PC
- Macintosh
- Linux
- Solaris
- Not sure or Other

Other (please specify)

On which Internet browser did you run the training modules?

- Microsoft Internet Explorer
- Netscape Navigator
- FireFox
- Not sure or Other

Other (please specify)

On what speed Internet connection did you run this module?

- Other
- Dial Up 28.8/56 K
- DSL/Cable Modem
- Corporate LAN/T1
- Not Sure or Other

Other (please specify)

Conclusion

IMPACT in Public Libraries December Participants

Library Management Support

Very supportive Somewhat supportive Neutral Not at all supportive Discourages staff member participation N/A

What level of support for continuing education and professional development does your library management provide?

Comments (optional)

Supervisor/continuing education coordinator involvement

Very involved Somewhat involved Neutral Not at all involved Discourages staff member online training N/A

What level of involvement did your supervisor or continuing education coordinator provide during your online training?

Comments (optional)

Please explain why you prefer face-to-face or online training.

Would you be available to participate in a follow up e-mail interview to discuss details of your online training experience and/or online training preferences?

Yes

No

Additional comments:

Delayed Posttest Questions

The remaining multiple choice questions were included on the pretest and posttest to test knowledge acquisition and efficacy.

IMPACT in Public Libraries December Participants

What is the best opening question to ask in determining your patron's problem?

- ja How may I help you?
- ja What is your problem?
- ja What do you want me to do for you?

How should you handle a situation where the parent is oblivious to their child who is climbing the shelves in the periodical area?

- ja Remove the child from the shelves and take them to their parent.
- ja Approach the parent and state that you are concerned for the child's safety and ask them to keep an eye on their child.
- ja Lead the child to the children's department because they shouldn't be playing in the adult area.

What is the best way to awaken someone who is sleeping in the library, when there is a policy against it?

- ja Ask them, in a louder tone of voice than normal, if they are all right? Then explain the library policy against sleeping in the library.
- ja Gently touch them to awaken them; then tell them there is a policy against sleeping in the library.
- ja Call the security officer or police to awaken them and remove them from the library.

Teenagers come to the library in groups and want to work together; yet this is frequently seen as disruptive behavior to others using the library. How can the library satisfactorily solve the problem of disruptive teens?

- ja Direct them to the teen center or other place in your community that permits them to be noisy.
- ja Create a place in the library where teens can work and socialize together without disturbing other patrons.
- ja Post written policies stating that noise is not permitted; then ask the teens to leave after a first warning.

How should you respond to a patron's complaint?

- ja Listen carefully and control your emotional response.
- ja Interrupt the patron and ask them to relocate to a less public place.
- ja Respond at their emotional level to identify with them.

What are some ways that you can show interest and sincerity toward a problem patron?

- ja Offer them coffee or other refreshments to make them feel comfortable and calm down.
- ja Try to get them to talk about themselves or something pleasant in order to divert their attention from their problem.
- ja Maintain eye contact, nod your head, and use an occasional "I see" or "Uh-huh" to show that you are listening.

IMPACT in Public Libraries December Participants

What are some ways to keep your cool that will help maintain control of the problem situation?

- Take a deep breath, speak slowly, be courteous and respectful toward the patron.
- Let them know that you are being friendly toward them by touching the patron's arm and smiling.
- Use humor and laughter to help the patron take the situation less seriously.

What is the first thing to do in handling a mentally-ill patron who is out-of-control?

- Call the police and have them removed from the library.
- Remain calm and approach them in a non-threatening manner and tone of voice.
- Ask them about their mental illness so you can understand their problem and help cope with it.

How does a staff member know if they have the authority to solve a patron's problem situation?

- Written library policies and procedures
- Training and a certificate in how to handle problem patrons
- Verbal approval from the director or staff member in charge

If a patron demands something that is not possible, what should the staff person do?

- Remember that "rules are made to be broken" and "the customer is always right"; then find a way to meet their demands and keep them happy.
- Politely state what you can and cannot do and consider that you may need to call a supervisor for confirmation.
- Make an exception this one time, but tell them that you won't do it again.

What responsibility does the library director have in managing problem patron situations?

- Personally handle all problem patron situations
- Make certain that he/she is always available in person or by phone in case a problem situation arises.
- Establish policies and procedures to deal with problem situations and then support staff when they implement them.

What are some good tools for identifying situations that might lead to frustration and anger from your patrons?

- Review complaints to the city hall
- Review police reports
- Review library comment cards and customer service surveys

When should security or police always be called?

- When you feel threatened or sense the patron may be dangerous.
- When a patron first becomes angry or uses a loud tone of voice.
- When a posted written policy has been broken.

IMPACT in Public Libraries December Participants

If a customer is verbally abusive, what is the proper first response for a library staff member?

- Let them know that you are upset and will call security or the police if they do not stop.
- Tolerate it and continue to help them because they are members of the public in a public building.
- Calmly inform them that you cannot help them if they continue to use abusive language.

If a customer is making inappropriate use of the internet, what is the proper first response for the library staff member?

- Show them the library policy; then threaten to call security or the police
- Shut off their computer access and ask them to leave
- Show them the library policy and ask them to stop immediately.

If someone is drunk and disorderly in the library, what is a proper first response for the library staff member?

- Let them "sleep it off" in the library
- Ask them to leave and come back when they are sober.
- Call security or police to have them removed

In order to manage the majority of patron problems in a library, which two written documents should all libraries have?

- Patron policy and procedures manual
- Homeless policy and computer use policy
- Patron policy and complaint form

What group normally approves and adopts patron policies after they are developed by library administration?

- Library staff
- Library board
- City council

Why is it fairly easy to identify potential problem patron situations when writing policies?

- Most problem patron situations are predictable.
- Most library staff have already been trained in patron policies
- Most cities already have policies that address problems in public buildings.

How can staff be effective role models for patron rules and policies?

- Follow the same rules that they expect of patrons
- Host public programs on proper library behavior
- Make certain that each person who enters the library sees the posted policies

IMPACT in Public Libraries December Participants

On a Scale from 0% to 100% , with 0% = NO CONFIDENCE AND 100% = COMPLETE CONFIDENCE, please rate how confident you are in the following activities associated with dealing with difficult patrons in the library environment:

	0-15%	16-30%	31-45%	46-59%	60-74%	75-89%	90-100%
Maintaining composure in stressful problem patron situations by using coping and listening techniques, such as speaking slowly, breathing deeply, maintaining eye contact, nodding, etc.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Assisting in the development of sections of the patron policy and procedures manual that addresses difficult patron situations.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Acknowledging the limits to your authority to address a problem patrons situation and direct the difficult patron to appropriate person in the library.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Locating your library's policy guidelines and procedures manual.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Remaining calm and approaching mentally ill patrons in a non-threatening manner and tone of voice.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Identifying situations that may lead to problem	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

IMPACT in Public Libraries December Participants

situations.

Contacting security or the police to address a difficult patron situation at the appropriate time.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

Speaking to patron in a calm and professional manner to positively manage various problem patron situations.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

On a Scale from 0% to 100% , with 0% = NO CONFIDENCE AND 100% = COMPLETE CONFIDENCE, please rate how confident you are in the following activities:

0-15% 16-30% 31-45% 46-59% 60-74% 75-89% 90-100%

I will be able to successfully overcome many challenges.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

Compared to other people, I can do most tasks very well.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

When facing difficult tasks, I am certain that I will accomplish them.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

I believe I can succeed at most any endeavor to which I set my mind.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

I will be able to achieve most of the goals that I have set for myself.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

In general, I think that I can obtain outcomes that are important to me.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

I am confident that I can perform

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

IMPACT in Public Libraries December Participants

effectively on many different tasks.

Even when things are tough, I can perform quite well.

Final Questions

Prior to taking the Project IMPACT LE@D course had you taken an online course for training or educational purposes? (Select all that apply)

- I have never taken an online course.
- I have taken at least one self-paced online course without a facilitator.
- I have taken a blended course, where some of the course material was online and there was a face-to-face component to the course.
- I have taken an online course with an online facilitator, and the course was asynchronous so the facilitator was not necessarily online when I was.
- I have taken an online course with an online facilitator, and the course was synchronous so the facilitator and the participants communicated with chat or audio real-time communication and everyone was online at a set time.

As a token of our appreciation for your time and valuable input, we would like to offer you a choice among the following rewards:

- One entry in a drawing for a chance to win a \$100 gift card for merchant of choice (drawing odds of winning 1:20)
- \$5 cash
- \$5 donation to Reading Excellence and Discovery (READ) Foundation
- \$5 gift certificate (Amazon.com or Starbucks)[Please specify your preference in the text box below.]

This completes your survey and post test. Thank you so much for your time and participation. Your gift selection will be sent to the address on your scholarship application within two to three weeks. If you chose to participate in the drawing in lieu of a gift, winner(s) will be notified via e-mail no later than April 15th, 2008. If you have any additional comments, you may include them below.

IMPACT in Public Libraries December Participants

For those attending PLA or TLA, would you be interested in participating in a focus group to discuss online training issues with Project IMPACT staff?

- I will be attending PLA (Minneapolis, MN March 25-29, 2008) and would like to be contacted about participating in a focus group meeting.
- I will be attending TLA (Dallas, TX April 15-18, 2008) and would like to be contacted about participating in a focus group meeting.
- No thanks.

Additional comments (optional)