

Managing

Difficult Patrons

with Confidence!

By Laura Isenstein



TRAINING CHECKLIST

For Training Supervisors:

Please use the following list as a guideline to ensure that your staff members receive the full benefit of their online training. Please submit weekly e-mails to Teri Dalston at teri@unt.edu and LE@D at Lead@cc.admin.unt.edu

COURSE REGISTRATION

(Completed by LE@D Training Participant)

- IMLS/UNT LE@D Scholarship Registration Online <http://www.leadonline.info/ScholarshipForm.cfm>

PRIOR TO START DATE

- Publicize training. [Recommend flyer (Appendix B) posted in break room or e-mailed]

Training participant receives:

- E-mail from training coordinator with announcement about the course
- The training coordinator verifies training participants have received their LE@D confirmation e-mail with codes and support contact information.

WEEK ONE

(Completed by On-site Training Coordinator)

- Designates time for discussion about the training and the library's patrons policies and procedures manuals during weekly staff meeting (minimum of fifteen minutes)

Training participant receives:

- E-mail reminder from training coordinator with announcement of the training team meeting
- Copy or overview of library's patron policy and procedures manual
- Announcement of discussion on training at the next staff meeting

WEEK TWO

(Completed by On-site Training Coordinator)

Training coordinator:

- Designates time for discussion of library's difficult patrons policies and procedures manuals and asks participants for feedback about the training

Training participant receives:

- Continuing Education Certificate of Completion presented by training coordinator to participant during staff meeting

WEEKLY E-MAIL REPORTS

(Completed by Training Coordinator)

- Checklist and confirmation of participation sent to project coordinator, Teri Dalston at teri@unt.edu (Please include any additional comments about the training experience within the body of the e-mail.)

~ Additional Training Documents ~

APPENDIX A Suggestions for Optimum Online Training Experience

APPENDIX B Flyer

APPENDIX C Training Timeline

Revised 15Nov2007

Online Training Integration Guide

Libraries that take advantage of the Lifelong Education @ Desktop courses can dramatically increase the value of their investment by integrating the courses into their overall continuing education and training programs. To assist you, the LE@D staff offers the following implementation and integration guide.

The 'Maximizing Your LE@D' Continuum



It can be useful to view the possible ways of integrating Lifelong Education @ Desktop courses as falling along a continuum of effort. The organization that advances along the continuum will see a correspondingly greater return on its investment in Lifelong Education @ Desktop training. That return on investment will be in the form of improved patron and employee satisfaction, and a more proactive and confident staff better equipped to deal with the challenges they face every day.

For Organizations

Promote

- Send out broadcast e-mails, faxes, and flyers to members announcing LE@D classes. Put up signage and signup sheets in staff areas, and remind personnel during staff meetings of upcoming LE@D courses.
- Provide updates on LE@D availability and registration information at system membership meetings and other face-to-face events.
- Set up online registration through your system web site to make enrollment simple and convenient.
- Establish a continuing education credit opportunity for staff who complete the course.

Participate

- Establish your continuing education coordinator as a course facilitator for your LE@D class, allowing them to build their LE@D expertise
- Have all of your appropriate staff take LE@D courses – they're not just for your member organizations!

Integrate

- Include LE@D classes in your organization's continuing education and workshop calendars.
- Recognize and reward members that maximize their integration and use of LE@D classes.
- Establish usage and completion goals for LE@D courses for appropriate members of your staff.

Follow Up

- Discuss the courses in your staff meetings. Ask staff members who have taken a course to report on what they learned to the rest of the staff.
- Solicit feedback from member organization's directors – find out who used LE@D effectively.

Share

- Tell LE@D staff the success stories in your organization. Share with us so we can share with others your own ideas, best practices, and techniques for getting the most from LE@D courses.
- Collect feedback on the courses and share it with LE@D staff, so we can continually improve the product.

For Library Training Coordinators

Promote

- Send out broadcast e-mails, put up signage and signup sheets in staff areas, and remind personnel during staff meetings of upcoming LE@D courses.
- Establish a continuing education credit opportunity for staff who complete the course.

Participate

- Encourage your staff, while taking the courses, to post messages in the topic discussion areas, to engage their peers, spur new ideas, and improve the overall learning experience.
- Take the course yourself and let your staff know you are participating.

Integrate

- Do you have a new employee training / orientation program? LE@D courses make perfect sense for new staff.
- Make LE@D courses a part of annual employee goal and objective setting.
- Do you recognize and / or reward employees who complete training courses? Don't forget to include LE@D courses in your recognition and rewards program.
- Don't forget your advocates, volunteers, and supporters. Many of them will benefit from LE@D courses and will appreciate the chance to participate.

Follow Up

- Discuss the courses in your staff meetings.
- Ask staff members who have taken a course to report on what they learned to the rest of the staff.
- Roll play situations covered in the LE@D courses at in-service days and training sessions.

Share

- Tell LE@D staff and your staff your LE@D success stories. Share with us so we can share with others your own ideas, best practices, and techniques for getting the most from LE@D courses.

For Training Participants

Participate

- Make a commitment to completing the courses, exchanging messages in the topic discussion areas with other participants, sharing experiences and ideas, and commit to the active learning experience.
- Set aside daily time, ten to fifteen minutes before the workday begins, to participate in online discussion and review materials.

Integrate

- Assess course materials for potential to improve current workplace practices and/or personal behaviors

Follow up

- Track Experience and Professional Development in a Professional Portfolio and Make a lifelong commitment to professional development and portfolio enhancement
- Assess skills and workforce needs to Set Short & Long Term Goals for Professional Development & Lifelong Learning

Share

- Use professional development opportunities to improve work environment and personal life and, ultimately, to give back to the larger community.

LE@D

Managing

Difficult Patrons

with Confidence!

By Laura Isenstein



COURSE DESCRIPTION

Dealing with difficult patrons is a never-ending topic among library staff, especially those working in public libraries. Every staff member dreads having to deal with a problem patron, but these occurrences in libraries are unavoidable. In reality, the number of problem patron situations is not great, but because they are challenging and often emotionally charged, they loom large in our overall experiences. While never fun, there is a way to prepare staff to handle problem patrons effectively and with confidence. This course is intended to provide each participant with a basic tool-kit that can be applied to manage a variety of difficult patron situations.

CE CREDIT/CERTIFICATION

This is a Web-based course approved for certification under the Western Council of State Libraries. The instructor will not meet with the class in person. This course is worth three contact hours in the Core Competency area of Policies and Procedures.

COURSE OBJECTIVES

Staff completing this course will be able to:

- Apply a variety of communication techniques to positively manage various problem patron situations
- Apply a number of coping techniques to be able to maintain composure in stressful problem patron situations
- Determine when the problem patron cannot be satisfied and to whom and how to communicate this
- Decide when to call for security or the police
- Assist with reviewing, revising and/or creating library policies that address a variety of problem patron situations e.g. patron-conduct policy, unattended children policy, etc.

COURSE STRUCTURE

The course is a web-based course designed to take about 1 ½ to 3 hours to complete. It contains multimedia elements, external links, pre- and post-tests, and course evaluation modules. The course is available 24/7 via the University of North Texas LE@D Web interface, so it is available when you are.

SPONSORED BY

YOUR LIBRARY, UNIV. OF NORTH TEXAS, LE@D, & IMLS

ONLINE TRAINING SCHEDULE

LE@D

TRAINING PARTICIPANTS:

JUST 10 MINUTES PER DAY
TO MANAGING DIFFICULT
PATRONS WITH CONFIDENCE!



TRAINING SECTIONS

TIME ESTIMATES

Prefest and Course Overview	5-10 MINUTES PRETEST 10 MINUTES WEBCT TUTORIAL
Policies and Procedures and Effectiveness	10-15 MINUTES
Toolkit1	5-10 MINUTES
Toolkit 2	10-15 MINUTES
Toolkit 3	10-15 MINUTES
Beyond the Basics	15 MINUTES
Useful Tips & Resources	10 MINUTES
Conclusion & Post Test	5-10 MINUTE POSTTEST 5 MINUTE EVALUATION
Wrap Up, Evaluation, and Certificates	10-15 MINUTES
Total Training Time	1 ½ TO 3 HOURS

(Note scores will be distributed at 3-month Delayed Posttest)

To Do List

- ✓ POST COMMENTS AND INTRO TO DISCUSSION BOARD
- ✓ LOCATE YOUR LIBRARY'S POLICIES
- ✓ DISCUSS TRAINING WITH OTHER TRAINING PARTICIPANTS / STAFF MEMBERS AT YOUR LIBRARY
- ✓ POST COMMENTS & SHARE YOUR LIBRARY'S POLICIES IN ONLINE DISCUSSION BOARD
- ✓ PRINT CERTIFICATE

<p>Monday</p> <p>LOG INTO COURSE</p> <ul style="list-style-type: none"> • COMPLETE PRE-TEST • REVIEW LEARNING OBJECTIVES • POST YOUR INTRODUCTION 	<p>Tuesday</p> <p>REVIEW: BE PREPARED</p> <ul style="list-style-type: none"> • POLICIES & PROCEDURES • HOW TO BE EFFECTIVE & CREATE BETTER ENVIRONMENT 	<p>Wednesday</p> <p>REVIEW: TOOL KIT 1</p> <ul style="list-style-type: none"> • ID A PROBLEM • DETERMINE THE PROBLEM • KEEP YOUR COOL SCENARIO 1: I KNOW I RETURNED THIS BOOK
<p>Thursday</p> <p>REVIEW: TOOL KIT 2</p> <ul style="list-style-type: none"> • RESOLVE THE PROBLEM • SCENARIO 2: PERVERT ATTACK • OFFERING OPTIONS • REACH MUTUAL AGREEMENT 	<p>Friday</p> <p>REVIEW: TOOL KIT 3</p> <ul style="list-style-type: none"> • IMPLEMENTATION • SCENARIO 2: LAST RESORT-LEAVE THIS LIBRARY • LEARN FROM EXPERIENCE • FOLLOWUP 	<p>Week 1 To Do</p> <ul style="list-style-type: none"> ✓ POST COMMENTS AND INTRO TO DISCUSSION BOARD ✓ LOCATE YOUR LIBRARY'S POLICIES ✓ DISCUSS TRAINING WITH OTHER STAFF MEMBERS
<p>Monday</p> <p>REVIEW: BEYOND THE BASICS</p> <ul style="list-style-type: none"> • FOR SUPERVISORS • MENTALLY ILL • ABOUT ANGER • UNSUPERVISED MINORS 	<p>Tuesday</p> <p>REVIEW: USEFUL TIPS & BIBLIOGRAPHY</p> <ul style="list-style-type: none"> • REVIEW TIPS & RESOURCES 	<p>Wednesday</p> <p>REVIEW: CONCLUSION</p> <ul style="list-style-type: none"> • POST-TEST • EVALUATION & COURSE FEEDBACK
<p>Thursday</p> <p>WRAPPING UP</p> <ul style="list-style-type: none"> • COURSE CE CERTIFICATE • PRINT COURSE MATERIALS BEFORE COURSE CLOSES 	<p>Friday</p> <p>YOU MAY SEND FOLLOW UP COMMENTS TO TERI@UNT.EDU</p>	<p>Week 2 To Do</p> <ul style="list-style-type: none"> ✓ POST COMMENTS & YOUR LIBRARY'S POLICIES TO ONLINE DISCUSSION BOARD ✓ DISCUSS TRAINING WITH OTHER STAFF MEMBERS ✓ PRINT CERTIFICATE