

Training Program Outline NYLA 2017

1 | Library Mission

Your library's mission should be the guiding principle of every decision you make, this includes training. Your staff should have a full understanding of the mission and how they are expected to carry it out in their day-to-day activities.

Write your library's mission below:

2 | Skills Gap Analysis

A Skills Gap Analysis is the difference between the skills you want your employees to have and the skills they actually have.

List a few critical skills you would like your employees to have (be specific):

- _____
- _____
- _____
- _____
- _____

Of those skills, list a few that you feel need improvement:

1. _____
2. _____
3. _____
4. _____

3 | Set Objectives

Training costs money and time, be sure to define your goals before you commit.

Choose one training topic from above: _____

Questions to ask yourself before you commit:

1. How will employee performance improve after this program?

2. How will employees better achieve the library's mission after this program?

3. How will this program address the current needs of our staff?

4 | Include Employees

Ask your staff what they would like to learn. This involves and empowers staff in the designing of a training program.

Questions to ask your staff:

1. What would make you feel more confident at work?
2. What learning methods work for you?
3. What do you feel would improve your team's overall performance?

5 | Assessment

No training program is complete until you measure the results. Constantly review, redesign, and assess your programs.

Employee Feedback Questions:

1. What new task/tool/skill did you learn from the program?
2. How will you apply this newly-acquired knowledge to the job?
3. What did you like about the program and what should be improved?

6 | Primary Principles for Adult Learning

Understand the reasons behind why adults want to learn and let them be involved in the process.

Five Principles for Adult Learning:

1. Adults must **self-direct** their own learning.
2. Adults must have **opportunities for critical reflection** when learning something new.
3. Adults must be able to **access their own experiences** when learning something new. Additionally, adults will need new experiences in order for learning to "stick."
4. Adults need a **purpose for learning**. There must be a goal or outcome, as most adults will not learn for the sake of learning.
5. Adults must **learn to learn**.

Six Perceptual Modalities of Adults:

1. **Visual Learners:** Need to see simple, easy-to-process diagrams or the written word.
2. **Aural Learners:** Need to hear something so that it can be processed.
3. **Print Learners:** Process information by writing it down.
4. **Tactile Learners:** Need to do something in order to learn it.
5. **Interactive Learners:** Need to discuss learning concepts.
6. **Kinesthetic Learners:** Learn through movement.

7 | Staff Training for Success Bibliography

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