

**MEDIA MENTORS:**  
FUTURE PROOFING THE LIBRARY

**BEN SHAW**  
**MARKHAM PUBLIC LIBRARY**

**OLA SUPER CONFERENCE 2016**

**FRIDAY JANUARY 29TH**  
**10:30 – 11:10 AM**  
**MTCC 201D**

# WHAT WE WILL COVER:

1. Why Media Mentors?
2. How the Mentors Work
3. Now What?



# WHY MEDIA MENTORS?

- Technology Immersion Project
- Technology Training Specialist
- One-on-one Computer Tutorials
- SOLS Competency Index

# TECHNOLOGY IMMERSION PROJECT

Project aim:

- To imbed in MPLs culture an understanding of the role and impact of technologies
- To empower staff to enhance MPLs internal digital literacy capabilities



# TECHNOLOGY TRAINING SPECIALIST

Responsible for:

- Designing and delivering hands-on workshops and tutorial sessions to help our staff understand the impact of technology



# ONE-ON-ONE COMPUTER TUTORIALS

- Intended for beginner computer users, these bookable one-on-one sessions allow the customer to learn at their own pace



# ONE-ON-ONE COMPUTER TUTORIALS

- Topics include:
  - Downloading e-books
  - Basic word processing and spreadsheet functions
  - Formatting your resume
  - Setting up email and social media accounts and more!



# OBSERVATIONS

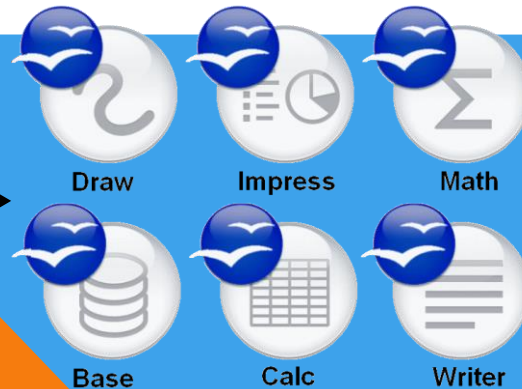
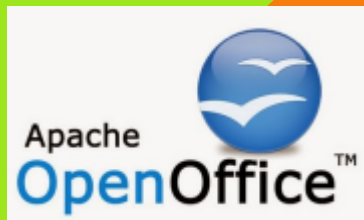
- Staff wanted to be “the expert”
- “we are the first line of technology support for Markham and York Region residents; anyone with a question can come in and ask for help”





# OBSERVATIONS

- How do you become an expert on everything?



# BACK TO BASICS

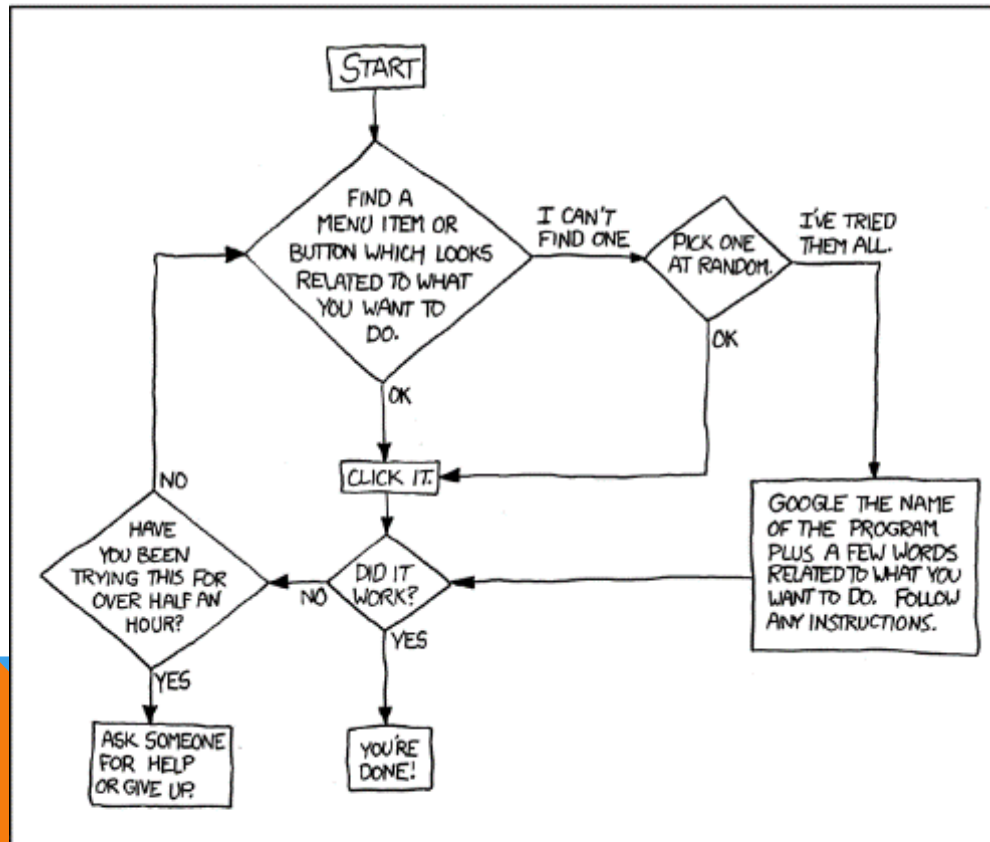
- Need to train for transferable skills:
  - Troubleshooting
  - Facilitation
- Workshop style presentation focusing on “playing with technology”



# BACK TO BASICS

DEAR VARIOUS PARENTS, GRANDPARENTS, CO-WORKERS,  
AND OTHER "NOT COMPUTER PEOPLE."

WE DON'T MAGICALLY KNOW HOW TO DO EVERYTHING IN EVERY  
PROGRAM. WHEN WE HELP YOU, WE'RE USUALLY JUST DOING THIS:



PLEASE PRINT THIS FLOWCHART OUT AND TAPE IT NEAR YOUR SCREEN.  
CONGRATULATIONS; YOU'RE NOW THE LOCAL COMPUTER EXPERT!



# BACK TO BASICS

- Need to train transferable skills:
  - Staff wanted specifics
  - Need to resolve fear of customer devices
  - Staff needed to advocate for needs



# ASKING QUESTIONS

- SOLS Competency Index for Public Library Staff – Technology:
  - 10 areas were identified
  - Focused on technology core competencies
  - Asked staff to self identify proficiency



# ASKING QUESTIONS

1. Competency: Performs basic functions of e-mail applications
2. Competency: Performs basic calendar operations and task management
3. Competency: Understands/uses basic computer hardware and peripherals
4. Competency: Understands/performs basic operating system functions
5. Competency: Understands/performs basic functions and tasks of common software programs



# ASKING QUESTIONS

6. Competency: Performs basic printing operations from common applications
7. Competency: Demonstrates beginner-level proficiency with word processing programs
8. Competency: Demonstrates beginner-level proficiency with spreadsheet programs
9. Competency: Demonstrates a general understanding of all the technologies utilized by the library: e.g. catalogue, website, social media etc.



# ASKING QUESTIONS

10. Competency: Understands and uses the Internet and the World Wide Web
11. Competency: Performs basic information searches
12. Competency: Understands common security protocols related to Internet use
13. Competency: Understands and uses common social networking and online collaboration tools

<http://www.sols.org/index.php/develop-your-library-staff/competencies2/competencies-index>









# FINDING ANSWERS





- Hardware:
  - High proficiency with basics
  - Peripheral devices (printers, projectors, etc.) scored low
  - Only 60% confident in troubleshooting ability







# FINDING ANSWERS

- Internet:
  - 26% did not understand antivirus
  - 30% did not use search strategies
  -  98%;  96%;  73%;  59%

# FINDING ANSWERS

- Email/Collaboration:
  - 56% did not understand cloud storage
  - 90% did understand email etiquette
  -  92%;  90%;  75%;  86%





# FINDING ANSWERS

- Word Processing:
  - Large gap in image/graph manipulation, foot/end notes, table of contents
  - 44% did not track changes
  -  98%;  46%;  45%;  20%





# FINDING ANSWERS

- Spreadsheets:

- 50% were not proficient

-  83%;  25%;  16%;  10%

# FINDING ANSWERS

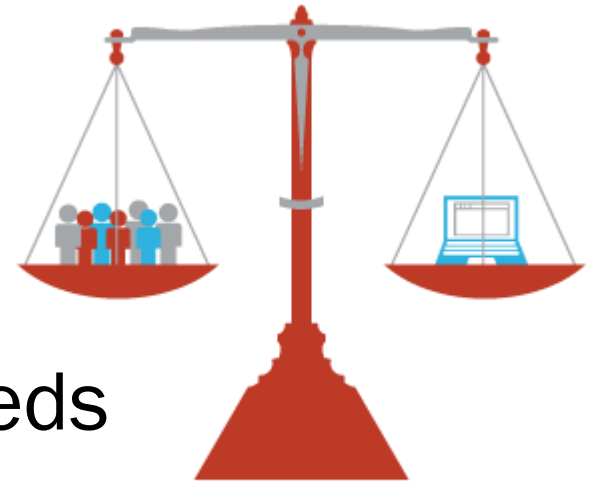
- Presentation Software:
  - 40% were not proficient
  -  68%;  21%;  13%;  10%

# HOW THE MENTORS WORK

- Program Development
- Media Mentors Mandate
- How it Works

# PROGRAM DEVELOPMENT

- Need to balance:
  - Practical learning
  - Transferable skills
  - Branch operational needs





# PROGRAM DEVELOPMENT

- Democratic approach:
  - Two staff from each geographic location
  - Conversation about learning styles and learning needs
  - Became our first group of Mentors

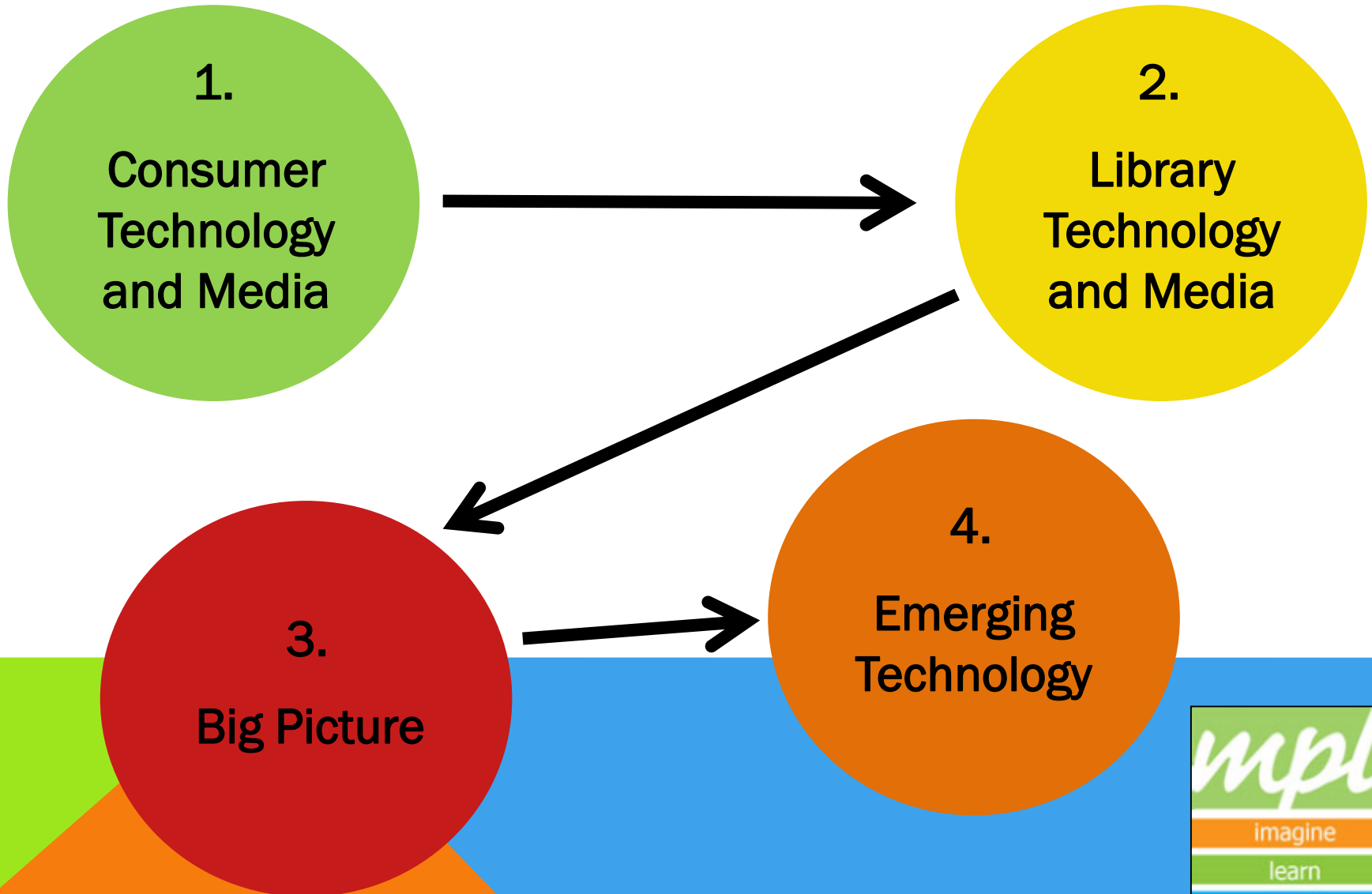


# PROGRAM DEVELOPMENT

- Train the Trainer vs. Mentors:
  - Train the Trainer is inconsistent
  - Mentors blend online and in-person training
  - Mentors readily available to help roll out other training



# FIRST PROPOSAL



# BACK TO BASICS

- Mandate:
  - To facilitate a culture of learning at MPL by bringing together people of diverse skills and abilities to discover and learn the practical and transferable skills that are required in an information literate citizen



# BACK TO BASICS

- Mentors will bring the knowledge back to their branches through:
  - Initiate conversation with their coworkers
  - Reporting back any areas that need support
  - Assisting to roll out training initiatives



# BACK TO BASICS

- Media Initiate:
  - Appropriate for all staff
  - Ensure that all staff have a common understanding of technology and systems that are used



# BACK TO BASICS

- Media Fellow:



- Focus on technologies that are brought to the branches by customers, and how to effectively use or troubleshoot them
- Available to assist Initiates



# BACK TO BASICS

- Media Master:
  - Appropriate staff who have a keen interest in technology and library practice
  - Looks to emerging trends to allow the library time to get in front of them





# WHAT DOES IT LOOK LIKE

- Media Initiate:
  - Six Months: 12 bi-weekly, 30 minute modules
  - Final assessment to determine effect of program



# WHAT DOES IT LOOK LIKE

- Media Fellow:
  - Six Months: 12 bi-weekly, 30 minute modules
  - An internal presentation
  - Final assessment to determine effect of program



# WHAT DOES IT LOOK LIKE

- Media Master:
  - Six Months: 12 bi-weekly, 30 minute modules
  - An external presentation
  - Final assessment to determine effect of program





# WHAT DOES IT LOOK LIKE

- Recognition:
  - Certificate of completion for file
  - Badge Recognition, physical and virtual, optional to display
  - Portfolio development assistance



# WHAT DOES IT LOOK LIKE

- Modules:
  - Utilized resources already available to the library:
  - Mentors report on Enterprise Social Network, providing feedback and evaluations



# WHAT NOW?

- Was it worth it?
- Challenges and Solutions
- Conclusion

# PROGRAM CHALLENGES

- Modules:
  - Inconsistency in quality of the videos
  - Unable to get transcripts of the videos
  - Trouble aligning videos with module timeframes



# SOLUTIONS

- Modules:
  - Find or create better training videos
  - Use a resource that has the transcripts available, or create them ourselves
  - Need to break down some of the training so that the timeframe matches mandate





# MENTOR CHALLENGES

- Mentor Comments:
  - “Good refresher, but X was new to me”
  - “Great resource for someone completely new to X”
  - “Good, but not what we have”



# SOLUTIONS

- Mentor Comments:
  - Target modules to create in house
  - Re-evaluate modules, remove sections, add in ILS specific modules
  - Need to find a better Learning Management System



# LESSONS LEARNED

- Mentorship Works:



- Blends online and in person training
- Encourages staff engagement on training topics
- Creates a peer accountability system

# LESSONS LEARNED

- Buy-in Required:
  - For both staff and management
  - Staff need to see results, or feel empowered to mentor
  - Short lessons help ensure that branch operational needs will be met



# LESSONS LEARNED

- SOLS Competencies:
  - Show Staff and Management that the program follows industry norms
  - Staff can see the benefit
  - Management gains confidence in the value of the program



# CONCLUSION

- Beneficial program, self sustaining once developed, low maintenance costs
- Staff utilize existing resources available to the public
- Allows the library to stay current and engaged with technological trends



# THANK YOU!

Media Mentors: Future Proofing the Library

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