Training and Consulting Directory
2009
“If you plan on being anything less than you are capable of being, you will probably be unhappy all the days of your life.”

Abraham Maslow
Welcome to CAVAL Training and Consulting

CAVAL has been developing and enhancing capability in the Australasian library and information sector since 1978.

CAVAL’s services are provided by a unique and highly talented team of trainers, consultants and Visiting Scholars from Australia and overseas.

Areas of significant expertise include cataloguing and metadata, collating and analysing statistics for benchmarking and performance reviews, storage solutions, space planning, preserving cultural collections, digitising library collections, managing school and community archives, implementing Web and Library 2.0 technologies, and leadership development.

CAVAL’s training and consulting services include:

- Customised in-house training solutions for organisations of all sizes
- Specialised public programs including seminars and workshops by high profile local and international presenters
- Online training programs
- Group facilitation, with leadership development, effective teams and change processes our specialities
- Events management, from seminars for 20 people to conferences with 100 or more participants
- Consulting services, including library reviews, strategic planning, library metrics and benchmarking, digitisation of library collections, and storage solutions
- Conference papers and guest presentations across a range of topics, including cataloguing trends, emerging technologies, library metrics and benchmarking, marketing information services, digitisation of library collections, and storage solutions

The Training and Consulting Directory provides details of over 80 off-the-shelf training programs and a range of associated consulting capabilities offered by CAVAL in 2009. Many programs are presented here for the first time and the majority may be customised on request for in-house (onsite) delivery.

If your particular training or consulting need is not currently represented in the directory, please email a detailed request to training@caval.edu.au and let us develop a customised program that best meets your requirements.
CAVAL has the unique capability in Australasia to develop new library and information training programs on request.

To view CAVAL’s current public training program, visit the online course calendar at www.caval.edu.au and search courses by keyword or browse the calendar by month.

For further information or to request a program or service, please contact CAVAL Training and Consulting:

📞 +61 (0)3 9450 5508

✉️ +61 (0)3 9459 2733

📧 training@caval.edu.au / consulting@caval.edu.au

✉️ CAVAL, 4 Park Drive, Bundoora, VIC 3083 Australia

🌐 www.caval.edu.au
Symbols used in this directory

- Seminar or workshop presentation
- PC training - Course includes hands-on computer based training
- Online training - Course presented using the Moodle e-learning system
- In-house (onsite) training - Course recommended for in-house delivery and may be customised to meet the specific needs of groups and organisations
- Hands-on training - Course includes some supervised use of tools
- International speaker or presenter

Training discounts

CAVAL offers generous Member, Associate Member and Subscriber discounts on most courses and services. If your library or information service is not currently a Member, Associate Member or Subscriber, please email training@caval.edu.au to request an information pack and application form.

Pre-paid vouchers

Pre-paid training vouchers make budgeting for staff development easier to manage. Vouchers cost AUD 110.00 (GST inclusive) and are valid for a period of 12 months.

Course inclusions

Prices for public programs cover all course materials, handouts, morning and/or afternoon refreshments, and a signed Certificate of Attendance which may be used as evidence of professional development.

Special needs

Training participants with special needs are asked to contact CAVAL at least one week prior to the delivery of a course.
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Please Note: CAVAL endeavours to ensure that all course and trainer information provided in this directory is correct at time of printing. For the latest course and trainer information, please visit the CAVAL website at www.caval.edu.au or subscribe to the CAV-TRAIN e-list.
Advanced Presentation Skills

Learn additional presentation skills and gain the confidence necessary to excel at effective presentations in the workplace, particularly presentations to large groups.

Learning outcomes
- Know the principles of adult learning
- Know what information is needed in relation to the participants and how to access it
- Be able to develop and use a range of visual aids
- Be able to plan and deliver an effective presentation using a range of skills
- Understand the importance of delivery style and personal presentation
- Be able to manage the dynamics of a participant group

Topics
- Planning
- Principles of adult learning
- Knowing the audience
- Eight steps to organise your presentation
- Developing visual aids
- How to deliver your presentation
- Delivery
- Presentation skills – questioning / anecdotes / persuasion
- Posture and movement
- Eye contact and voice control
- Group dynamics
- Using visual aids
- Skills practice

Who should attend?
This course is recommended to anyone seeking advanced presentation skills. Prior completion of Fundamental Presentation Skills is advised.

Course presenter
Adam Le Good

Duration
One day

Course links
Fundamental Presentation Skills
Answering Family History Enquiries

The dramatic increase in popularity of family history has prompted record offices and libraries all over the world to provide more resources for genealogical research. This rising popularity of family history and genealogy has placed an increasing burden on library staff who may not have the background knowledge or skills needed to service these clients. This online course has been developed specifically for Australians and New Zealanders endeavouring to assist with enquiries about genealogy and family history. It focuses on the foundations of building family trees through the use of solid and reliable evidence by guiding participants through a series of units with practical activities to aid in the learning process. The content focuses on participants conducting their own research to increase their personal level of skill and knowledge.

How it works
- A structured six week course delivered online using the Moodle e-learning platform
- Participants work through the course material independently while maintaining regular contact with the course leader and other participants using forums, chat and email
- Activities are included and form an integral part of the course as they support the building of skills and knowledge
- It is estimated that participants should allow 4-6 hours per week
- Participants are enrolled for a total period of 8 weeks
- Following the course, participants are welcome to remain as members of the online forum which has been set up as a community of practice to enhance networking and sharing of ideas
- A Certificate of Participation will be issued on successful completion of the course

Learning outcomes
- An understanding of online and print based sources for genealogical information
- An ability to communicate effectively with family history clients
- An ability to provide effective and efficient advice to clients concerning:
  - How to begin researching and documenting their family history
  - An understanding of what is realistically achievable
  - Accurate recording of information
  - Judging the authenticity and validity of resources
  - Sourcing information from online and print resources
  - The use of mailing lists and forums
  - The range of print and digital recording options

Topics
- Communicating
- Networking
- Reference interviewing
- Searching strategies
- Types of resources
- Evaluating data
- Sharing information and resources
- Recording information
Who should attend?
Colleagues working in libraries and information centres required to answer enquiries about genealogy and family history as part of their duties. Course participants may include volunteers, assistants, library technicians and librarians working in public, council, special, society, church and state libraries and archives. This course may also prove valuable to anyone wishing to change career direction and move into the areas described above. The course does not require a working knowledge of family and local history sources but instead focuses on directing participants to begin or continue seeking information sources.

Course presenter
Kerrie Blyth

Duration
Six weeks

Pre-requisites and technical requirements
- This is a structured six week course delivered online using the Moodle e-learning platform; forums, chat and email will be used for communication
- The course requires regular access to the Internet and a working knowledge of Windows and Web browsers
- Moodle requires a later version browser with graphics and javascript enabled
- Moodle does not require any extraneous software or plugins to function
- Moodle does not require ports to be made accessible and file transfers are kept to a maximum size of 2Mb and are handled by the browser
- Some course content will require the browser to have the Flash plugin installed and Adobe Acrobat Reader to view PDF documents – these applications are available for free download from the Web
- Should your firewall block ftp transfer by browser, then any assessments requested can be emailed
Article Indexing Skills (Basic)

This course introduces indexes and indexing and focuses on the skills required to create subject index terms for newspaper, periodical and article indexing.

Learning outcomes
- Ability to identify and differentiate between the different types of indexes
- Ability to describe the structure of an index
- Skills to create subject index terms for newspaper/periodical article indexing, etc
- Skills to select an appropriate indexing language for a specific indexing task

Topics
- What is an index?
- Why index?
- How to index (1): ‘aboutness’
- How to index (2): term selection
- How to index (3): presentation of index
- Assessing published indexes
- Controlled vocabulary
- Decision making in indexing
- On being an indexer

Who should attend?
Librarians and para-professionals with little or no indexing experience or knowledge.

Course presenter
Jean Dartnall

Duration
One day
Article Indexing Skills (Intermediate)

This course introduces more advanced indexing concepts and skills, including the thesaurus as an indexing tool and skills required to construct a basic thesaurus.

Learning outcomes
- Ability to explain the benefits of using a thesaurus as an indexing tool
- Ability to identify the elements of a thesaurus
- Skills to construct a basic thesaurus
- Skills required to assess and evaluate an index

Topics
- Theoretical issues, including recall, precision and granularity
- Practical issues
- Types of controlled vocabulary
- Practical thesaurus making (1): hierarchies of terms
- Practical thesaurus making (2): revising a thesaurus
- Practical thesaurus making (3): testing and criticism
- Other ways of constructing a thesaurus
- Tools to help the indexer, including reference sources, standards and software

Who should attend?
Librarians and para-professionals with some indexing experience or knowledge.

Course presenter
Jean Dartnall

Duration
One day
Building Inclusive Websites

Many organisations are struggling with the concept of accessible Web content and how best to integrate it with their current content delivery systems. There is also the issue of ensuring that Web tools can deliver true accessibility and many organisations need help with the practical implementation and interpretation of the W3C WCAG 1.0 checkpoints. This course is your hands-on guide to delivering accessible content. From a detailed review of HTML techniques through to the issues experienced by users, this course has been designed as a practical, hands-on examination of the concepts and issues behind delivering W3C rated web content. The course will assist participants to raise organisational awareness of accessibility issues and clarify the techniques needed to deliver accessible content on return to the workplace.

Learning outcomes
- Overview of web content accessibility issues and scope
- Demonstrations of common mistakes, why they are problems and how to fix them
- Practical approaches to making your web content accessible, through hands-on practice and an implementation process
- Testing tools and techniques
- HTML implementation review to deliver compliant sites

Topics
- The facts, myths and real business benefits of accessibility
- Practical and proven approaches to project delivery
- Key W3C WCAG 1.0 checkpoints
- Hands-on methods for delivering compliant Websites
- How to assess your tool set
- When to test and how to test
- WCAG 2.0
- Australian and overseas case studies

Who should attend?
This course is recommended for information professionals responsible for Web content delivery, including librarians, records managers, Web content editors, designers and programmers.

Course presenter
Andrew Stevens

Duration
One day
Can You Hear Me Now?
How to Make a Podcast

Thinking about how to promote your services and reach out to more people? Want to learn how podcasts can help and how to make your own? This hands-on class is designed to provide a fun yet informative introduction to podcasting and demonstrate how you can utilise this technology in your library service to enable users to access information whenever they want, wherever they want and however they want it. Basic steps and suggestions on how to make a podcast will be covered and participants will be able to enjoy hands-on practice on popular audio recording and editing software and make their first personal podcast!

Learning outcomes
This workshop will enable participants to:
- Understand how podcasting can be used by and in libraries
- Develop expertise with popular audio recording and editing software
- Make a personal podcast

Topics
- Introduction to podcasting, examples and usage
- Steps in making a podcast
- Audio recording and editing software
- Hands-on practice
- Discussion and sharing

Who should attend?
This program has been developed for information and other professionals requiring an intensive and practical introduction to podcasting.

Course presenter
Max Anderson

Duration
Half day

This program is presented with thanks to the US National Network of Libraries of Medicine, nnlm.gov
Cataloguing Audio-Visual Materials

This workshop introduces participants to the required skills for cataloguing audio-visual materials in the following formats: compact discs (music and non-music), DVDs, sound recordings (music and non-music), videos, talking books, computer software and VCD. It provides guidelines for creating and editing bibliographic records, and adding holding statements for non-book materials.

Learning outcomes
- Familiarity with the basic principles and rules of descriptive cataloguing for the range of audio-visual (AV) formats
- Familiarity with AACR2, with special emphasis on AV materials
- Familiarity with International Standard Bibliographic Description (ISBD)
- Understanding of MARC21 structure and the specific fields required for AV cataloguing
- Understanding of Library of Congress Subject Headings and Dewey Decimal Classification System requirements for AV cataloguing

Topics
- Overview of AACR2 rules as they apply to AV materials
- Structure of MARC21 for AV materials and common bibliographic tags and special fields required for AV cataloguing
- Assigning Library of Congress Name Headings, Library of Congress Subject Headings and the related pattern headings and free-floating subdivisions
- Assigning classification numbers using the Dewey Decimal Classification Schema, edition 22
- Creating complete bibliographic AV records using internationally recognised standards
- Hands-on and practical exercises and live demonstrations throughout the course

Who should attend?
Anyone required to catalogue or manage the cataloguing of audio-visual materials.

Course presenter
CAVAL Cataloguing Team

Duration
One day
Cataloguing Books

Cataloguing Books is a specialised one day workshop in which participants will learn to identify the basic data required for creating bibliographic records for monographs. Participants will also learn the major MARC21 tags for cataloguing monographs and the three levels of cataloguing books.

Learning outcomes
- Identification of the basics of descriptive cataloguing for monographs
- Understanding of the three levels of monograph cataloguing
- Understanding of the structure of MARC format and subject analysis

Topics
- AACR2 introduction
- Basics of bibliographic description using AACR2 including the following:
  - Source of information
  - Data elements
  - Punctuation
  - Title and statement of responsibility
  - Edition
  - Imprint
  - Physical description area
  - Series
  - ISBN
  - Notes
- The three levels of cataloguing, with emphasis on level two
- Introduction to the MARC21 structure for books
- Practical hands-on exercises and live demonstrations of online catalogues and cataloguing functions throughout the course

Who should attend?
Anyone required to catalogue or manage the cataloguing of books.

Course presenter
CAVAL Cataloguing Team

Duration
One day
Cataloguing E-Resources

This course introduces participants to the specific guidelines for creating and editing bibliographic records and adding holding statements for electronic resources. Relevant resources include websites, e-books, e-journals, digitised materials, handheld electronic resources and CD-ROMs. The course provides an overview of ACCR2 and MARC21 as they apply to electronic resources and makes extensive use of practical examples to enhance understanding of key concepts.

Learning outcomes
- Familiarity with cataloguing a range of electronic resources
- Familiarity with the MARC21 structure for electronic resources
- Familiarity with Electronic Location and Access; MARC 856 field
- Proficiency in applying useful tips

Topics
- Definitions of different types of electronic resources
- Structure of MARC21
- AACR2 chapter 9 and 12 and GMDs
- Common bibliographic tags for different resources
- Physical resources: CD-ROMs and DVD-ROMs
- Online resources
- E-books and e-journals
- Websites
- Digitised materials
- Hands-on and practical exercises throughout the course

Who should attend?
Anyone required to catalogue or manage the cataloguing of electronic resources.

Course presenter
CAVAL Cataloguing Team

Duration
One day

Pre-requisites
Some familiarity with MARC tagging.
Cataloguing Foundations

This popular introductory course explains the foundation concepts, processes and tools of descriptive cataloguing. The course is revised and updated annually and provides a solid basis for transition from AACR2 to RDA. On completion of this course, participants are encouraged to undertake further specialised programs in cataloguing and classification to extend their knowledge and skills.

Learning outcomes

- Identification of the tools necessary for cataloguing
- Understanding of the goals of the cataloguing record
- Basic understanding of descriptive cataloguing, MARC format and subject analysis
- Broad understanding of classification schemes

Topics

- Purpose and functions of the catalogue record
- Basics of bibliographic description using AACR2 and an update on RDA
- Construction of Library of Congress Subject Headings (LCSH)
- Overview of classification schemes
- Introduction to the MARC format and MARC21
- Purpose and function of authority control in an online catalogue
- Bibliographic utilities and other sources of catalogue records
- Workflow in the cataloguing department
- Exercises and demonstrations of online catalogues and cataloguing functions

Who should attend?

Anyone seeking an introduction to cataloguing principles or infrequent cataloguers requiring a refresher in contemporary tools and practices, in preparation for RDA.

Course presenter

CAVAL Cataloguing Team

Duration

Two days

Course links

Cataloguing Serials: Print and Electronic
Cataloguing with Dewey
Cataloguing with MARC21
Moys Classification
Cataloguing for Music and Performing Arts

This highly specialised workshop was first developed in 2006 to enhance the knowledge and skills of audio-visual cataloguers working with resources relating to music and performing arts. The workshop provides cataloguers with a range of special requirements necessary to help them tackle difficult and complex materials in music and performing arts. Resources covered in detail include music scores and recordings.

Learning outcomes
- Familiarity with the rules of descriptive cataloguing for music scores and audio-visual materials in performing arts
- Familiarity with AACR2 as it relates to music scores and audio-visual materials in performing arts
- Understanding of Library of Congress Subject Headings and Dewey Decimal Classification System requirements for materials in music and performing arts

Topics
- Overview of AACR2 descriptive rules as they apply to cataloguing music scores, CDs and DVDs
- Structure of MARC21 for materials in music and performing arts
- Assigning Library of Congress Subject Headings to works requiring multiple subject access points and creating appropriate pattern headings and free-floating subdivisions
- Creating uniform titles for music recordings
- Assigning complex classification numbers to music scores and AV materials using the Dewey Decimal Classification Schema, edition 22
- Creating complete bibliographic AV records using internationally recognised standards
- Hands-on and practical exercises and live demonstrations throughout the course

Who should attend?
Anyone required to catalogue or manage the cataloguing of resources for music, performing arts and related disciplines.

Course presenter
CAVAL Cataloguing Team

Duration
One day
Cataloguing Non-Book Materials

This course introduces participants to the specific problems associated with cataloguing non-book materials. It provides guidelines for creating and editing of bibliographic records and holding statements for non-book materials. Material covered will include maps, sound recordings (music and non-music), videos, talking books and computer software.

Learning outcomes
- Familiarisation with cataloguing a range of non-book items
- Familiarisation with MARC21 structure of non-book cataloguing

Topics
- Overview of AACR2 rules as they apply to non-book materials
- Structure of MARC21 for non-book materials
- Common bibliographic tags
- Practical examples and useful tips

Who should attend?
Anyone required to catalogue or manage the cataloguing of non-book materials.

Course presenter
CAVAL Cataloguing Team

Duration
One day

Course links
Cataloguing Serials: Print and Electronic
Cataloguing Serials: Print and Electronic

This course introduces participants to the rules and practices applied to original and copy cataloguing for print and electronic serials. It concentrates on the elements contained in the core level bibliographic records, including appropriate MARC21 tagging and holding statements.

Learning outcomes
- Identification of the cataloguing rules for a range of serials
- Familiarisation with MARC21 structure for cataloguing serials

Topics
- Overview of AACR2 rules as applied to serials
- Structure of MARC21 for serials
- Common bibliographic tags
- Problem solving and decision making relative to cataloguing serials

Who should attend?
Serial cataloguers, technicians and monograph cataloguers working with serials.

Course presenter
CAVAL Cataloguing Team

Duration
One day

Pre-requisites
Some familiarity with MARC tagging

Course links
Cataloguing Non-Book Materials
Cataloguing with MARC21
Cataloguing with Dewey

This workshop provides a comprehensive introduction and overview of the print and online versions of the Dewey Decimal Classification (DDC) Schema, edition 22. On completion of this workshop, participants will be able to assign DDC numbers to a variety of library materials based on DDC edition 22. They will also receive expert instruction in the use of the indexes, tables and schedules. Major changes in DDC edition 22 will be compared against DDC edition 21.

Learning outcomes
- Knowledge of the ten main classes comprising the Dewey Decimal Classification
- Understanding of the different tables available, including notation, hierarchy and synthesis
- Understanding of the basic concepts behind the building and interpretation of classification numbers

Topics
- The ten main classes
- Major changes in DDC edition 22
- Number building (manual and electronic): add notes, standard subdivisions, Tables 2-7
- Using Web Dewey online
- Choosing a number: interdisciplinary works and works with more than one subject
- Hands-on and practical exercises and live demonstrations of Web Dewey online

Who should attend?
Anyone required to catalogue or manage the cataloguing of library materials using the Dewey Decimal Classification Schema, edition 22.

Course presenter
CAVAL Cataloguing Team

Duration
One day

Course links
Cataloguing Foundations
Cataloguing Serials: Print and Electronic
Cataloguing with MARC21

This course provides an overview for the structure of MARC21 – tags, indicators and subfields – as applied to bibliographic and authority records for monographs. It also examines issues to be considered in cataloguing when using MARC21 format, including creating authority records.

Learning outcomes
- Familiarisation with MARC21 format and structure
- Proficiency in using different tags
- Proficiency in using indicators

Topics
- Definitions
- Format and structure of MARC21, including authorities
- Common bibliographic tags
- Punctuation
- Practical examples

Who should attend?
This course is recommended for anyone who is considering cataloguing with MARC21, managing an automated library system, or who requires a refresher course in the application of MARC21

Course presenter
CAVAL Cataloguing Team

Duration
One day

Course links
This course is a recommended prerequisite for CAVAL’s Libraries Australia workshops, specifically Libraries Australia Cataloguing Client and Libraries Australia Search Interface.
Cataloguing with Web Dewey

This hands-on computer course presents an overview of OCLC’s Web Dewey service and shows participants how to use this service to find and build Dewey Decimal Classification (DDC) numbers.

Learning outcomes

Familiarisation with:
- Searching functionalities including limiting by index, combined-term searches in one or multiple indexes
- Browsing different indexes
- Building numbers
- Creating user notes
- The ten main classes and the DDC tables

Topics

- Keyword searching
- Browsing the available indexes
- Using Library of Congress Subject Heading (LCSH) entries
- Number building
- Practical examples

Who should attend?

This workshop is highly recommended to any current users of the print edition of the Dewey Decimal Classification (DDC) who are considering moving across to Web Dewey. The workshop will also assist current users of Web Dewey who want to enhance their searching and classification skills.

Course presenter

CAVAL Cataloguing Team

Duration

Half day

Pre-requisites

A basic knowledge of the Dewey Decimal Classification (DDC) and ability to use a Web browser are recommended.
Change Ability: Mastering Change

A practical course that provides the skills necessary to thrive in a constantly changing working environment and that encourages participants to accept and even embrace organisational change. The design of this course allows for maximum interaction and involvement, as participants will be expected to practice the skills within the program using exercises and drawing on their own experiences.

Learning outcomes
- Understand the nature and inevitability of change
- Be able to identify the positive aspects of change
- Understand the models of change and transition and how they are affected by them
- Have a range of skills to help them deal with change more positively
- Be able to communicate about change more effectively
- Have some strategies to deal effectively with stress caused by change in the workplace
- Be able to contribute to the success of organisational change efforts

Topics
- What is ‘change’, and what is in it for me?
- Organisational and personal change motivators
- Levels of change
- A change model (understanding change and transition)
- The emotional cycle of change
- Skills you need in times of change (skills and strategies for dealing with change)
- Communicating about change
- Barriers to communication
- Non-verbal communication
- Steps of active listening

Who should attend?
Staff at all levels who are experiencing change.

Course presenter
Adam Le Good

Duration
One day
Consulting Skills

In this specialised two day workshop presented by an industry leader in the field of consulting, information professionals will learn how to adopt a consultative approach to their work that is systematic and effective. The workshop will show how participants are able to implement strategies that will enable them to enhance their professional standing as a valued contributor to the functioning of their organisation. Participants will also learn how to engage and involve their stakeholders and to better meet their needs.

Learning outcomes
- Clarify the consulting role and avoid the pitfalls of simple service provision
- Review the consulting process and consider how it can be adapted to your context
- Acquire new consulting skills and tools to assist in the delivery of services
- Improve communication with clients and colleagues
- Build support for your role and projects
- Enhance your effectiveness by extending your influence
- Manage changing priorities and resistance within the organisation
- Enhance your marketing skills
- Turn adverse situations to your advantage over time

Topics
- Consulting defined - how consulting differs from normal service provision
- How consultants add value to their organisation
- The consulting process - a proven step by step approach to delivering services
- Alternative forms of consulting services, when to use them and the benefits and costs
- Building your influence, including networking skills for internal consultants
- Managing people, politics, risk and resistance
- Giving and receiving feedback
- Getting your services used
- Building your profile and the profile of your service
- Developing an appropriate "marketing plan" for internal consulting

Who should attend?
Information professionals who provide consulting-type services within their organisations.

Course presenter
Ian Benjamin, author of Consulting, Contracting and Freelancing 2nd Ed (Allen & Unwin, 2007)

Duration
Two days
Customer Service Across Cultures

*Customer Service Across Cultures* helps participants recognise and address the impact of cultural differences on their work. It provides practical tips for staff who may be experiencing difficulties with areas such as:
- Communicating and upholding rules and policies in the workplace
- Exerting authority over customers from other cultural backgrounds
- Working with customers who have limited English
- Encouraging customers from a range of backgrounds to access their services

The course is interactive, lively and practical. It begins with an activity which exposes some of the unwritten rules in the Australian communication style, and goes on to help staff develop skills for dealing with customers who speak limited English. The session then provides a snapshot of a number of key communities and goes on to explain what culture is and how it shapes customer service. The last section of the course looks at how Australian values differ from those of key communities, with an exploration of how these differences may affect service providers and strategies for handling difficulties.

**Learning outcomes**
- Understanding of cultural values and communication styles
- Identification of cross-cultural issues participants may experience while providing service to customers who do not share their cultural background
- Development of practical skills which will enable participants to address difficulties arising from cultural differences

**Topics**
- Working with customers who have limited English
- Why customers from other cultures can come across as ‘rude and demanding’ or ‘overly deferent and polite’
- How to figure out whether your customer has understood you
- Understanding and managing difficulties with rules, time and authority

**Who should attend?**
Service providers who work with customers who do not share their cultural background.

**Course presenter**
Dr Fiona Swee-Lin Price, author of *Success with Asian Names* (Allen & Unwin, 2007).

**Duration**
One day
Deciphering URLs and XML for Beginners

This course is designed as a foundation workshop to introduce librarians and those in the information services to URLs, how to decode them, identify source data, and create search strings to link directly to the information found in them. This course combines a session on the theory and background with some practical activities to familiarise participants with URLs and XML, how to maximise search engine efficiency, and how the coding languages can be utilised in the everyday organisation of best business practices.

Learning outcomes
- Knowledge to identify components of a URL
- Ability to read source data
- Ability to decipher URLs and allocate own URLs to documents
- Knowledge to identify XML and HTML in online documents
- Ability to create basic HTML headers
- Ability to confidently maximise the results found on search engines

Topics
- What are URLs
- The origin, background and context of URLs in Information Services
- The components of a URL – how to decode
- What is source data – how to read it
- XML and identifying search strings
- Identifying the ID pointers within a URL for linking and confederated searches (search engines)
- Troubleshooting
- The future and uses of XML and URLs in special libraries

Who should attend?
Information professionals responsible for and dealing with the referencing, acquisitions and cataloguing of digital content.

Course presenter
Shelley Gurney

Duration
One day
Disaster Planning for Cultural Collections

This course is designed for supervisors, managers and other responsible officers in cultural institutions that have no current disaster response plan or who wish to review an existing plan. The course presents a strategic approach to developing a disaster response plan and sets the plan in the context of risk management.

Learning outcomes
Participants will leave with an action plan for developing a disaster response plan or for updating an existing plan without compromising their preparedness.

Topics
- Planning to plan
- Identifying significant collections and the services they support
- Procedures and information essential for effective and timely response and recovery from a disaster
- The elements of the plan

Who should attend?
Supervisors, managers and other responsible officers in cultural institutions that have no current disaster response plan or who wish to review an existing plan.

Course presenter
Kim Morris

Duration
One day
Effective Performance Management

Effective performance management skills are an essential part of the manager's workplace tool kit. Performance management is more than the annual performance appraisal. It ranges from the informal day-to-day monitoring of the work team to counselling and coaching for improved performance to formal disciplinary action. Effective performance management is also linked to increased employee and team motivation and commitment. This workshop will look at a range of skills that can be employed by managers and supervisors in the performance management context. It will also give participants an opportunity to diagnose performance issues, practice the skills needed to manage employee performance and to develop some strategies to tackle performance management issues in their workplace.

Learning outcomes
- Understanding of what effective performance management entails
- Understanding of the skills that managers and supervisors need to effectively manage performance in the workplace
- Development of strategies to manage performance management problems within the workplace

Topics
- What is effective performance management and why is it rarely done well?
- The "stages" involved in managing performance issues – the informal comment, the counselling interview, coaching for improved performance, unsatisfactory performance proceedings and disciplinary action
- Practical skills to assist managers / supervisors to manage performance
- Develop action plans to address performance management issues

Who should attend?
Managers and supervisors of staff groups and those interested in becoming team leaders, supervisors or managers.

Course presenter
Joanne Rutherford

Duration
One day
EndNote for Information Professionals

This popular workshop combines a hands-on introduction to the EndNote program and the creation of bibliographies in documents with practical train-the-trainer tips and techniques. It is designed for the information professional with little or no skills in using EndNote, or who requires a refresher, and who may also be required to offer client training and support for this product. You will learn how to structure an EndNote training workshop for clients, and how to find answers to those frequently asked questions.

Learning outcomes
- Familiarity with the basics of the EndNote program
- Ability to work with EndNote and Microsoft Word to create bibliographies
- Ability to download references from electronic journal databases into EndNote
- Ability to develop an effective client training program for EndNote
- Awareness of the kinds of advanced queries that will arise and where to look for answers

Topics
- Creating an EndNote Library
- Selecting bibliographic styles
- Inserting references into Word documents
- Importing references from databases
- Creating Bibliographies
- Structuring EndNote client training workshops
- Software upgrades, including working with Word 2007 and Vista
- Advanced tips for managing an EndNote library
- Advanced tips for working with Word and EndNote
- Offering ongoing client support: FAQ’s and places to look for answers

Who should attend?
Information professionals and researchers interested in using, training and supporting EndNote more effectively. This workshop is suitable for new and infrequent users.

Course presenter
Jenny Cameron

Duration
One day - half day format also available to in-house clients.
Exceptional Customer Service

We all serve customers, be they clients, colleagues, or supervisors. What are the keys to making good service into great service? Consider these essential skills in the context of your current job and future positions.

Learning outcomes
- Strategies for defining quality customer service from the customers' perspective
- An understanding of who your customers are
- Development of strategies for dealing with the issues that block effective customer service
- An understanding of the different elements and styles of communication
- Knowledge of the best techniques for dealing with customers over the telephone
- The ability to see complaints in a more positive way

Topics
- Roles and responsibilities of customer service staff
- Customer focused communication
- Dealing with difficult behaviour
- Effective telephone techniques
- Handling and managing complaints
- Customer centred problem solving

Who should attend?
Anyone who provides customer service to internal or external customers and desires to improve the level of service they provide.

Course presenter
Adam Le Good

Duration
One day

Course links
Managing Customer Service Teams

For the latest course information and dates visit www.CAVAL.edu.au
Exploring Second Life

In April 2007, Gartner Inc predicted that by 2011 ‘80 percent of active Internet users (and Fortune 500 enterprises) will have a "second life", but not necessarily in Second Life’. Virtual Worlds have been identified by the Educause "Horizon Report" as one of the six new technologies likely to have the most impact on higher education in the next five years. Over 600 librarians are experimenting with library services in the "Information Archipelago" in Second Life. Are Online Virtual Worlds an over-hyped Web 2.0 bubble or the Next Big Thing? This exciting new hands-on workshop focuses on the skills required to explore and evaluate the potential of Second Life for your library and your users. It focuses on the creation of personal avatars and how to navigate and explore Second Life safely. The workshop suggests managerial and practical issues a library should consider before setting up a presence in an Online Virtual World.

Learning outcomes
- Understanding of the current possibilities of online virtual worlds
- Understanding the potential of online virtual worlds for libraries
- Understanding of management issues associated with an institutional presence in Second Life
- Know how to create a personalised avatar in Second Life
- A skill set to further explore Second Life safely
- Time to explore in Second Life
- Ability to fly, teleport and change appearance at will

Topics
- What are Online Virtual Worlds?
- Library involvement in Online Virtual Worlds
- Installing Second Life - how to, specifications
- Creating your own avatar
- Finding your way around Orientation Island in Second Life
- Getting around in Second Life - SLURLS, teleporting, flying
- Contacting avatars - friends, groups, instant messaging, teleporting, voice capability
- The environment - notecards, objects, scripts
- Customising an avatar - appearance, inventory, animation
- Visiting library/educational environments in Second Life
- Exploring Second Life safely
- Issues in managing an institutional presence in Second Life
- Creating and scripting objects in Second Life

Who should attend?
This workshop is recommended to anyone who wants to explore and evaluate online virtual worlds in a safe environment with an experienced guide, and caters for all abilities.

Course presenter
Kathryn Greenhill

Duration
One day
Pre-requisites
Attendees will require an email account that they know how to access via the web on the day of training: eg, gmail, yahoo, institutional webmail.
Facilitating Effective Group Processes

Presented by a leading Australian facilitator, this highly interactive workshop enables participants to develop and improve personal facilitation skills for the purpose of enhancing group processes within their organisations. Ian’s key messages include:
- Dealing with the big issues earlier and in an inclusive manner
- Making meetings more effective
- Solving problems and gaining the commitment of colleagues
- Enhancing the effectiveness of teams and business units by creating wider ownership of decisions: owned decisions stick!
- Becoming a more effective leader

Learning outcomes
Participants will learn specific techniques to:
- Engage in productive conversations
- Make meetings start fast and achieve their objectives
- Increase the level and quality of participation in meeting and discussions
- Balance the contributions of participants by using encouragement and restraint
- Create a higher level of ownership of the decisions by members of the group
- Keep energy and enthusiasm levels higher for longer

Topics
- Facilitating effective meetings
- Strategic planning
- Problem solving techniques
- Prioritisation methods: inclusive and comprehensive techniques to facilitate agreement
- Visioning
- Force field analysis for showing both positive and negative aspects of a strategy or policy
- Using SWOT analysis when there is a need for depth or to increase participation
- Other techniques for surfacing ideas, increasing participation and boosting energy levels

Who should attend?
Professionals required to facilitate group processes, including decision making and meetings.

Course leader
Ian Benjamin, author of Consulting, Contracting and Freelancing 2nd Ed (Allen & Unwin, 2007)

Duration
One day
Fundamental Presentation Skills

Making presentations to small groups can be a daunting task. Learn the skills and gain the confidence necessary to conquer the task and present effectively in the workplace.

Learning outcomes
- Ability to better prepare a presentation to either an individual or a group
- Ability to design a presentation
- Knowledge of how to involve and motivate your audience
- Strategies for dealing with nerves
- Ability to use appropriate and effective visual aids

Topics
- Introduction
- Common problems with presentations
- Preparation
- Dealing with nerves prior to the presentation
- Adult learning theory – how adults learn
- Issues that can make or break your presentation
- Planning
- Knowing the audience
- Designing a presentation
- Delivery
- Dealing with nerves during the presentation
- Using visual aids

Who should attend?
Anyone who needs to gain the confidence, skills and experience to make presentations to groups of people.

Course presenter
Adam Le Good

Duration
One day

Course links
Advanced Presentation Skills
Geeks Bearing Gifts
Unwrapping New Technology Trends

This class is intended to provide a fun, fast-paced, and informative introduction to and update on, today's hottest technology trends. Program participants will be able to identify technology trends and they will understand how these trends will impact on or can be integrated into, traditional library services. Content will be presented with a “can-do” focus intended to encourage participants to investigate at least one technology for implementation in their institution. Course structure will include brief vignettes and demonstrations of a wide variety of technologies. Some of the topics to be covered include instant messaging, podcasting, blogs and wikis, social networking sites, collaboration software, and more. The program is “hands-on” and participants will be encouraged to climb under the hood and get their hands dirty.

Learning outcomes
This workshop will enable participants to:
- Develop an increased awareness of new and changing technologies
- Understand how new and changing technology affects traditional library services
- Be able to identify ways in which one or more of these technologies would be applicable to their institution

Who should attend?
This program has been developed for information and other professionals requiring an intensive and practical introduction to new and emerging technologies.

Course presenter
Max Anderson

Duration
Half day

This program is presented with thanks to the US National Network of Libraries of Medicine, nnlm.gov
Information Architecture for Libraries

Information Architecture (IA) is the practice and approach to designing clear, understandable communications through the organisation, structure, context, and presentation of data and information. This course combines hands-on activities and IA theory to allow you to develop a blueprint for your next web project. Focusing on concepts and the methods used by practising Information Architects, participants will learn the difference that good IA can make and how to prepare the road for future content.

Learning outcomes
- Understanding of the basic principles of Information Architecture
- Understanding of how to organise and present digital information on the Web
- Open discussion of approaches to Information Architecture within an Information Enterprise

Topics
- The role of the Information Architect
- The IA family and achieving a balance in your project
- How to evaluate IA and how evaluation fits into the project life cycle
- IA metrics
- The deliverables: site maps, labelling, wire frames & schematics, prototyping, navigation systems and more
- Tricks, traps, tips and toolsets
- Evolving standards
- Practical approaches and hands-on scenarios
- Usability versus IA
- Classification and controlled vocabularies

Who should attend?
Information professionals responsible for planning and implementing Web site projects and those who intend to write or edit Web content.

Course presenter
Andrew Stevens

Duration
One day
Introduction to Metadata and DC

Metadata is data about data and has become the catchphrase of cataloguing digital items online. This course defines metadata for information professionals and introduces the Dublin Core (DC) element set for metadata classification in XML and HTML fields, as well as offering guidance in the cross walking of records from MARC to DC for digital collections. Participants will also gain experience through a practical exercise and a guided “tour” of the DC element set, as well as the role of meta “tagging” as a new type of cataloguing online materials.

Learning outcomes
- Understanding of the term “metadata” and its role in information services
- Understanding of the Dublin Core element set
- Ability to identify the key elements in a crosswalk from MARC to Dublin Core
- Understanding of the important role played by metadata in society and education
- Familiarity with the concept of “tagging” information as a classification tool
- Understanding and basic operations using metadata and tagging tools

Topics
- What is metadata and what are its uses in digital life
- Cataloguing in a digital plane – Dublin Core
- Other metadata schemes
- Metadata and XML – into the future of information collections
- Tagging information on the Web

Who should attend?
This program has been developed for information professionals and cataloguers organising and managing digital content and digital repositories.

Course presenter
Shelley Gurney

Duration
One day
Introduction to Library Metrics

This practical workshop explores the use of statistics and a range of other measurement tools to describe, measure and evaluate the performance of libraries and their contributions to teaching, learning, research and community service.

Learning outcomes
- An understanding of the role of statistics and other measurement tools in evaluating library services
- Practical knowledge of collecting, manipulating, analysing and presenting statistical data
- An understanding of the use of both quantitative and qualitative data
- An understanding of the use of performance indicators
- An awareness of the key issues relating to library assessment

Topics
- Statistical concepts as related to the evaluation of library and information services
- Tools for collecting and presenting statistics
- Other measurement and data gathering tools
- Using these tools for assessment and evaluation
- Performance indicators
- Library assessment

Who should attend?
This workshop is recommended for library and information professionals who are or wish to be involved in the measurement, assessment and evaluation of library services.

As this is an introductory workshop, no prior knowledge of statistics is assumed.

Course presenter
Cathie Jilovsky

Duration
One day
Leading Change

To thrive in a constantly changing working environment as a team leader, supervisor or manager requires more than just coping with the changes yourself. How do you lead your team through these times while maximising productivity and helping your people to embrace organisational change and thrive in their jobs? This workshop explores some of the skills required to be a true change leader: for example, understanding the nature of resistance to change and learning how to channel it positively to enhance organisational change efforts.

Learning outcomes
- Recognise the skills needed to enable their staff to deal with change
- Have a range of tools to help staff in times of transition
- Understand the nature of the change process
- Be able to develop skills in relation to both dealing with and leading others through change
- Be able to plan for the successful implementation of change strategies
- Have developed a range of skills to communicate effectively in a changing environment

Topics
- Skills for change management
- Helping staff through change
- Interactive change
- A model for understanding the impact of change
- The emotional cycle of change
- Effective management of organisational change
- Communicating about change
- Stress

Who should attend?
Supervisors, team leaders and managers required to lead and manage staff during periods of challenging organisational change.

Course presenter
Adam Le Good

Duration
One day
Leading in Libraries

*Leading in Libraries* is an intensive two day leadership program that prepares information professionals to make a successful transition from supervisor to manager. The program focuses on contemporary leadership issues including leadership style, leading in times of change, coaching and mentoring, managing conflict and motivating staff.

**Learning outcomes**
- Understand preferred leadership style and how to adapt this style
- Understand the basis of trust, power, authority and influence
- Know how to create a workplace learning environment
- Understand the difference between coaching, counselling and mentoring
- Understand how to manage workplace conflict and act appropriately
- Be able to lead staff in times of change
- Understand how self deception affects leadership and be able to minimise or overcome it
- Understand what motivates staff
- Be able to give effective feedback to staff

**Topics**

**Day one**
- Leadership styles
- Developing and maintaining trust
- Understanding your power, authority and influence
- Creating a workplace learning environment
- Coaching, counselling and mentoring

**Day two**
- Dealing with workplace conflict
- Leading staff in times of change
- Leadership and self deception
- Motivating staff
- Providing feedback for staff

**Who should attend?**
Anyone who is new to library and information service management, those who would like to refresh their skills or those who hope to move into a managerial role in the near future.

**Course presenter**
Adam Le Good

**Duration**
Two days
Libraries Australia Cataloguing Client

This course covers searching the Australian National Bibliographic Database and other databases, creating bibliographic records using different methods including templates and creating and updating holdings information.

Learning outcomes
- Familiarisation with different searching techniques
- Familiarisation with creating new bibliographic records using the different methods available, copying and editing records
- Proficiency in adding, editing and deleting holdings using the client

Topics
- Database searching using the client interface
- Creating and editing bibliographic records
- Editing existing records
- Copying an existing record
- Creating and editing bibliographic records
- Using templates
- Creating a new bibliographic record using a template
- Creating and updating holdings information
- Customising the Libraries Australia Cataloguing Client product

Who should attend?
Those required to use the Libraries Australia Cataloguing Client for cataloguing.

Course presenter
CAVAL Cataloguing Team

Duration
One day

Pre-requisites
A working knowledge of Windows and Web browsers is recommended. People attending this course should have a general knowledge of creating original bibliographic records and be familiar with MARC21 format. The course is designed for practicing cataloguers and will not teach participants how to catalogue.

Course links
Cataloguing with MARC21
Libraries Australia Document Delivery

Learn about Libraries Australia Document Delivery, interlibrary resource sharing, the interlibrary loan lifecycle in Libraries Australia and how to navigate and operate the Libraries Australia system. This hands-on workshop includes a comprehensive Libraries Australia User Manual and Training Workbook.

Learning outcomes
On completion of this course participants will be able to effectively operate the Libraries Australia system for all their interlibrary loan processes.

Topics
- How to search and view one's own organisation details and those of other organisations
- Searching for and displaying bibliographic records
- Creating requests after a bibliographic search
- Creating requests from a blank form
- Sending, receiving and processing requests
- Tracking and monitoring the status of requests
- Creating and printing of activity reports

Who should attend?
Anyone using the Libraries Australia system for interlibrary loans.

Course presenter
George Panagiotidis

Duration
One day
Libraries Australia Document Delivery Online

Learn about Libraries Australia Document Delivery in your own space and time. This hybrid online course is ideal for those who find it difficult to attend courses outside their workplace. Learn about Libraries Australia Document Delivery, interlibrary resource sharing, the interlibrary loan lifecycle in Libraries Australia and how to navigate and operate the Libraries Australia system.

Learning outcomes
On completion of this course, participants will be proficient in using the Libraries Australia system for all their interlibrary loan processes.

Topics
- How to search and view one’s own organisation details, and those of other organisations
- Searching for and displaying bibliographic records
- Creating requests after a bibliographic search
- Creating requests from a blank form
- Sending, receiving and processing requests
- Tracking and monitoring the status of requests
- Creating and printing of activity reports

How does it work?
- Course access information will be provided at time of registration
- The course presenter and participant agree to a timeframe in which the study will be undertaken
- The participant works through the course material with the assistance of the course presenter
- Once the manual is completed, the participant completes the assessment exercise on an arranged day
- A Certificate of Competency is sent to the participant on successful completion of the assessment

Who should attend?
Anyone using the Libraries Australia system for interlibrary loans.

Course presenter
George Panagiotidis

Duration
Flexible - agreed between the course presenter and the participant.
Libraries Australia Doc Del Refresher

Presented as a fast paced half day “crash course“, this workshop reacquaints participants with the basic operating principles, functionality and workflows of the Libraries Australia Document Delivery (LADD) system. A more comprehensive version of this workshop incorporating detailed discussions and exercises is available in one day format as Libraries Australia Document Delivery.

For those seeking to extend their skills, CAVAL recommends that the half day LADD Refresher course is undertaken in the morning, followed by the LADD Update course in the afternoon. Completed together, they provide participants with an advanced overview of the LADD system unique to CAVAL. Please call CAVAL Training if you have any questions regarding the best LADD courses for your particular needs.

Learning outcomes
On completion of this course participants will be able to effectively operate the Libraries Australia Document Delivery system for all interlibrary loan processes.

Topics
- Before you start
- Searching
- Requesting
- Supplying
- Payments

Who should attend?
- Those who have previous workplace experience with the LADD system but haven’t used it for a while and need a “crash course” in the functionality and workflow management
- Those who have been using the LADD system for more than 12 months but have never had formal training
- Library managers or document delivery supervisors who need an overview of how the system works

Course presenter
George Panagiotidis

Duration
Half day, morning

Pre-requisites
Web browsing skills and previous workplace experience or oversight of the LADD system.
Libraries Australia Doc Del Update

This innovative workshop is designed to highlight and explain new functionality introduced in Libraries Australia Document Delivery (LADD) upgrades. Additionally, participants will learn how to make the LADD system work for them by taking advantage of advanced functionality embedded into the system.

CAVAL recommends that the half day LADD Refresher course is undertaken in the morning, followed by the LADD Update course in the afternoon. Completed together, they provide participants with an advanced overview of the LADD system unique to CAVAL. Please call CAVAL Training if you have any questions regarding the best LADD courses for your particular needs.

Learning outcomes
On completion of this course, participants will be able to effectively operate the Libraries Australia Document Delivery system for all interlibrary loan processes and employ advanced functionality where required.

Topics
- Brief overview of Libraries Australia Document Delivery
- Upgrade update
- New features
- Advanced features

Who should attend?
Anyone using the Libraries Australia Document Delivery system who would like to take advantage of new functionality introduced in upgrades and those wanting to learn more about the advanced features and workflows of LADD

Course presenter
George Panagiotidis

Duration
Half day, afternoon

Pre-requisites
Libraries Australia Search Interface

This practical hands-on course covers the use of features and functions comprising the Libraries Australia search interface. The course also includes searching for bibliographic records and adding, modifying and deleting holdings.

Learning outcomes
- Familiarisation with different searching techniques
- Familiarisation with searching rules and tools
- Proficiency with new functions such as “get this item” and “save as alert”
- Proficiency in adding, editing and deleting holdings

Topics
- The basic features of searching Libraries Australia using different searching screens
- Search sequence of logging on, selecting a database, constructing a search and viewing search results
- How to store your search strategy and reactivate it as required
- The browse function
- Creating and updating a holdings statement
- Examples and hands-on exercises

Who should attend?
Those who are required to search Libraries Australia efficiently.

Course presenter
CAVAL Cataloguing Team

Duration
One day

Course links
Cataloguing with MARC21

Pre-requisites
Knowledge of Windows and Web browsers is recommended.
Managing Disaster Response and Recovery 🕹️️ 🗿️ in Cultural Collections

This practical workshop formerly called From Chaos to CARM features a dry simulated library or archive disaster to test and develop a disaster response plan. Table-top simulation is used to examine how disaster response plans actually work and the consequences of not having an actionable plan. Using the results of the simulation, plans are developed or refined. The use of simulations is explored as a means of keeping staff alert. This workshop is suitable for staff of institutions with or without current disaster response and recovery plans.

Learning outcomes
- Simulated experience in recovering damaged collection materials from disaster sites
- Understanding the importance of a current response plan and how to develop an action plan for recovery of materials
- Development of effective communication practices in a response situation

Topics
- Retrieval of wet and burnt books, electronic equipment and computer software etc
- The decision process - deciding what action should be taken
- Compiling a disaster response manual
- Managing disaster response and recovery effectively
- Communication

Who should attend?
This workshop is recommended to staff from all cultural collecting institutions, including libraries, museums, galleries and archives.

Course presenter
Kim Morris

Duration
One day

Course links
Disaster Planning for Cultural Collections
Managing Challenging Clients

Libraries, particularly public libraries, attract large and diverse clienteles. Sometimes individual clients may exhibit a range of antisocial and threatening behaviours caused by substance abuse, personal problems or underlying medical conditions, including disability or mental illness. Managing clients with physical and psychological challenges, including alcohol and drug use, positively and safely is vital. This workshop teaches practical strategies and techniques for understanding and managing antisocial behaviours and turning difficult situations around.

Learning outcomes
- Understand the importance of focusing on the behaviour rather than the person
- Be able to identify a range of behaviours and develop strategies for dealing with them
- Have a basic understanding of a range of disabilities and behaviours
- Understand some basic principles of human behaviour
- Be able to handle situations more assertively, and
- Have developed a range of strategies for dealing with stress in these situations

Topics
- Introduction - levels of behaviour and typical responses
- What causes antisocial behaviour?
- What is the difference and how can I tell?
- Managing the behaviour, including communication strategies, safety and the three “Rs”
- Case studies
- Self management

Who should attend?
All library and information workers in client service positions.

Course presenter
Adam Le Good

Duration
One day

Course links
This course complements Managing Difficult People, which focuses on non-clinical behaviours.
Managing Difficult People

This course provides the skills, understanding and practical strategies required to manage and resolve positively, a range of difficult behaviours within teams and/or between those teams and their clients.

Learning outcomes
- Understanding of the importance of focusing on the behaviour rather than the person
- Ability to identify a range of behaviours and develop strategies for dealing with them
- Understanding of the importance of criticism and know how to deal with it positively
- Ability to use a range of strategies for dealing with anger
- Understanding of the different behavioural styles and how they communicate
- Ability to listen more effectively when dealing with others
- Ability to identify responses to conflict using the Thomas-Kilmann Conflict Model
- Ability to develop strategies to use the most appropriate conflict resolution modes
- Ability to use a range of techniques for managing customer complaints

Topics
- Types of difficult behaviour
- Managing difficult behaviour
- Diffusing anger and turning difficult situations around
- Communication skills and styles
- Active listening
- Handling conflict
- The Thomas-Kilmann Model
- Handling criticism assertively and complaints positively
- Seven steps to customer problem solving
- Self management

Who should attend?
All library and information workers in client service positions.

Course presenter
Adam Le Good

Duration
One day

Course links
For management of clients exhibiting clinical behaviours (eg, effects of substance abuse or mental illness) we recommend Managing Challenging Clients.
Managing Customer Service Teams

It’s a fact that staff will treat customers about as well as management treats them. A customer focused team is an essential attribute in an organisational environment and it must be nurtured and developed by a customer focused leader. Discover the attitude and learn the skills necessary to more effectively manage your customer service team.

Learning outcomes
- An understanding of your role in creating a customer service culture
- Knowledge of what stops their staff giving exceptional customer service and the ability to minimise these blockages
- Ability to develop or strengthen the customer service environment
- Knowledge of the best techniques for training staff on the job
- Ability to develop a customer service charter with their staff
- Ability to effectively monitor performance and give effective feedback and encouragement

Topics
- What is exceptional customer service?
- How would you define your team’s customers?
- Who are your customers?
- Blocks to customer service
- What to do about the blocks
- The effect of perceptions and attitudes
- Creating a customer service culture
- How to support your staff and lead by example
- Internal and external customers
- Providing staff with the tools they need to give exceptional customer service
- On the job training
- Creating a customer service environment
- Developing a customer service charter with your team
- Monitoring for ongoing improvements

Who should attend?
Anyone who leads a customer service team.

Course presenter
Adam Le Good

Duration
One day
Managing School Archives

An innovative two day workshop specifically developed for teacher librarians, archives assistants, school administrators, volunteers and others responsible for setting up and managing school archives and records collections of long term value. The workshop emphasises practical and affordable solutions within a wider framework of best practice archives and records management, and applies to records, documents and objects in any format. The course is of direct relevance to school archives of all sizes, from large to small.

Learning outcomes
- Understanding of archival principles and methodologies for the establishment, arrangement and intellectual control of a school archive
- Ability to create an intellectual control system for an archival collection, based on sound archival principles
- Ability to develop the Archives Program for the collection
- Knowledge of policy development for archives for the development, use and preservation of the collection
- Ability to apply metadata for archives control systems
- Knowledge of archives software available
- Knowledge of conservation techniques for use and longevity of the collection
- Understanding of the need for sound administration of the collection in terms of acquisition of material, ownership and intellectual property/copyright
- Ability to apply basic records management principles to administrative processes necessary for the effective management of the collection
- Understanding of, and ability to apply, common recordkeeping tools such as a Business Classification Scheme and Retention and Disposal Schedule to the administrative records in support of the collection
- Draft templates for administrative processes such as receipt, donation, bequests, loan and reproduction of material

Topics
- Archival principles for intellectual control of the collection to support access by users, sound administration and good governance
- Developing the intellectual control system
- Archives metadata set
- Archival arrangement and description (cataloguing) practice for items in any format
- The Archives Program
- Archives policy development
- Preservation of the collection
- Administration of the collection, including documentation of receipt of materials, copying, loan and transfer
- Basic records management principles for administrative recordkeeping
- Development and application of common recordkeeping tools including a functional Business Classification Scheme and Retention and Disposal Schedule
- Development of a simple yet effective File Plan for a small archives collection
- Archives software

How it works
Day One
- Basic archival principles and practice
- Introduction to intellectual control, archival arrangement and description
- Policy development and administration of the collection

For the latest course information and dates visit www.CAVAL.edu.au
Day Two  
- Advanced intellectual control  
- Archival software systems  
- Preservation and conservation of the collection  
- Hands-on arrangement and description

Who should attend?
Teacher librarians, archives assistants, school administrators, volunteers and others responsible for setting up and managing school archives and records collections that may include documents and images in any format, artefacts and other objects (realia).

Course presenter
Elisabeth Wheeler

Duration
Two days

A one day intensive program is also available for in-house delivery.
Managing Technology Projects

Technology projects come in a variety of shapes and sizes, from the development of simple internal IT solutions to specific issues through to the roll out of new software releases and complete business systems. Along the way, there are often speed bumps, detours and the occasional “give way” sign to manage. How do we stay on the road? Whether you are implementing a new library management system or integrated EDRMS package, this practical one day workshop provides a broad overview of the concepts, practices and strategies necessary to successfully plan and manage a range of technology projects. The course integrates common project management processes and concepts into typical technology project life cycles and then explores the factors that lead to on-time and on-budget deliverables.

Learning outcomes
- Gain an understanding of the phases and deliverables of a technology project
- Development of the ability to monitor and control schedules
- Learn about the factors that affect technical team building and delivery
- Learn how to identify and quantify project risk
- Explore the key issues that make a good project manager

Topics
- Overview of Project Management
- Project Management Methodologies
- How to kick off a project
- Controlling project scope
- Developing a project schedule
- Understanding project risk
- Managing and controlling learning outcomes
- Closing the project

Who should attend?
Library, information and IT professionals responsible for planning, implementing and managing technology projects.

Course presenter
Andrew Stevens

Duration
One day
Metadata and Semantic Web

The Semantic Web is the constantly evolving aspect of the World Wide Web, and with its constant development as the universal medium for knowledge, data and information exchanges, knowledge managers and information professionals need to understand the various ways to catalogue digital information for optimal use. This program is designed as a step up from “Introduction to Metadata and the DC Element Set” and examines the importance and the role of Metadata within the Resource Description Framework (RDF) and Functional Requirements for Bibliographic Records (FRBR) and their use in the Semantic Web. This combined seminar and workshop program introduces both the RDF and FRBR and their structures in relation to Metadata allocation, and discusses how understanding the various types of schema benefits digital cataloguing. Participants will be encouraged to explore the various resources available to them.

Learning outcomes
- Understanding the term “Semantic Web” and its role in information services
- Understanding the use of Metadata in digital cataloguing
- Understanding the role of RDF in web searches
- Understanding FRBR and its roles in correlating digital and analogue documents
- The ability to identify types of metadata and their schema in an XML environment
- Understanding of the implementation of metadata and digital schema and the impact of the Semantic Web on information retrieval

Topics
- What is the Semantic Web?
- What is RDF?
- What is FRBR?
- How does Metadata fit into the equation?
- Reading XML headers
- The future of information retrieval and the role of the Semantic Web

Who should attend?
Information professionals and cataloguers dealing with digital content and digital repositories, and IT support for intranet wikis.

Course presenter
Shelley Gurney

Duration
One day
Moys Classification

This practical workshop is designed for cataloguers and other library staff who wish to know more about the Moys classification scheme. It provides an overview of the Moys classification with particular emphasis on number building and the application of tables.

Learning outcomes
- Familiarisation with the Moys classification
- Proficiency in using the Moys classification overall
- Proficiency in using the tables and number building

Topics
- General principles of Moys classification
- Arrangement of schedules
- Use of tables and number building
- Use of thesaurus

Who should attend?
Cataloguers, staff in law libraries who catalogue as part of their duties or staff who wish to understand the Moys classification.

Course presenter
Jacqueline Elliott

Duration
One day

Course links
Legal Research Basics

Pre-requisites
Participants will be required to bring a copy of the Moys Classification and Thesaurus for Legal Materials (4th edition) to the workshop.
Negotiating E-Licences

Libraries in all sectors and of all sizes face increasing challenges and complexities in acquiring and licensing electronic content. This introductory workshop provides theoretical foundations and practical techniques for negotiating the acquisition of electronic content by libraries. The workshop focuses on specific principles of negotiation as they relate to the successful licensing of electronic resources for libraries and information services.

Learning outcomes
- Understanding of the principles of negotiation for the acquisition and licensing of electronic resources
- New skills in planning and preparing to negotiate the acquisition of electronic resources
- Awareness and understanding of the different perspectives and needs of the various parties to negotiation
- Ability to read licences with greater comprehension and identify critical points requiring negotiation and/or further advice
- Practical skills for negotiating licences and obtaining sustainable pricing for electronic resources

Topics
- The nature of licence agreements for electronic resources
- The parties to negotiation and understanding their perspectives
- Planning and preparing for negotiation - building the case for what you want
- Negotiating with different partners
- Legal considerations such as copyright and jurisdiction
- Checklists for negotiating licenses, including the CAVAL Guidelines for Negotiating Licences

Who should attend?
This course has been developed primarily for library professionals new to the challenges of acquiring and licensing electronic content or returning to this critical area of practice after time working in other areas. The workshop is suitable for all library sectors and library and information services of all sizes.

Course presenter
Margaret Enbom

Duration
One day
Negotiation Skills

This course covers the basics of principled workplace negotiations. You will have an opportunity to practice your negotiation skills and learn how to detect and deal with some of the negative aspects of negotiation.

Learning outcomes
- Ability to identify negotiation opportunities and strategies
- Knowledge of the key steps to negotiating
- An understanding of the importance of preparation
- Ability to work towards a ‘win-win’ outcome
- Ability to recognise and handle inappropriate negotiation strategies

Topics
- The negotiation process
- The negotiation steps
- Negotiation strategies
- Personal negotiation style
- When people play dirty
- Planning counter tactics

Who should attend?
Anyone involved in workplace negotiations and who has little experience in the field.

Course presenter
Adam Le Good

Duration
One day

A half day condensed version of this program is also available for presentation in-house.
Optimising Teamwork
Incorporating the Myers Briggs Type Indicator

This practical program examines the attributes of and barriers to effective teamwork, focussing on building communication, decision making and problem solving skills within teams. The program demonstrates how a better understanding and appreciation of different personality types can help individuals and their teams to deal more constructively with team conflict, and utilise team strengths to solve problems and make decisions.

Learning outcomes
At the completion of the program participants will:
- Understand the difference between teams and people who work together
- Know the key attributes and barriers to effective teamwork
- Be able to identify the teams stage of development
- Understand and appreciate different personality types and know how to communicate to them more effectively
- Be able to set effective team goals
- Know the various roles played with in a team
- Learn to motivate different types of people
- Be able to deal more constructively with team conflict
- Be able to utilise team strengths to solve problems and make decisions

Topics
Day one:  - Definitions of teams
  - Attributes of a well functioning team
    o The twelve attributes which enable teams to function
  - Barriers to effective teamwork
    o Dealing with team conflict
  - Administration of the Myers-Briggs Type Indicator ® or Belbin Team Roles ®
  - Team dynamics
    o Tuckman's model of group dynamics
    o Working through the model
  - Roles within the team
    o The roles and responsibilities of the team leader
    o The roles and responsibilities of team members
  - Setting goals
    o SMART goals
    o Developing action plans

Day two:  - The instrument
  o Introduction to the theory behind the Myers-Briggs Type Indicator
  o Validating the results
  - Understanding personality differences
    o Exploring personality difference and team conflict
    o Assumption testing
    o Different ways of seeing and communicating
    o Decision making and problem solving skills
    o Type A versus Type B: fundamental motivation
  - Why teams need difference: getting the most out of individual team members
Who should attend?
Team leaders and team members

Course presenter
Adam Le Good

Duration
Two days

A one day condensed version of this program is also available for presentation in-house.
Personal Leadership Development

Leadership is described as the ability to facilitate action and guide change. To lead is to do many things: as leaders we direct, supervise, encourage, inspire and co-ordinate, to name but a few of our tasks. A truly effective leader however, also continues to develop their personal leadership skills over the course of their career and share their insights with the new leaders who will follow. This workshop examines the attributes of an effective leader and provides self assessment tools that participants will be able to use in the workplace to identify their personal leadership styles and plan their ongoing professional development as leaders. Participants have praised Personal Leadership Development for its “succinct, thought-provoking and motivating” approach to an important area of professional practice.

Learning outcomes
- Understanding of the characteristics of effective leaders
- Skills to identify strengths and weaknesses in our personal leadership styles and those of others
- Ability to undertake personal leadership planning
- Ability to identify and progress appropriate leadership development strategies

Topics
- Attributes of an effective leader
- Exploring personal leadership style
- The realities of leadership by drift in information services
- Leadership as a personal choice
- Maintaining leadership focus while managing
- Developing a personal leadership vision
- Developing and progressing personal plans for leadership development

Who should attend?
Those seeking practical and meaningful insights into their leadership style.

Course presenter
Richard Sayers

Duration
One day
Practical Book and Journal Repairs

An introductory course designed with practical components to help the learner feel more confident about making skilful book and journal repairs while having regard for the integral structure of the item.

Learning outcomes
At the completion of this course, participants will be able to demonstrate:
- Understanding of the design and structure of books and common reasons for failure
- Understanding of appropriate repair techniques and how and when to apply them
- Practical skills required to repair damaged books and journals

Topics
- Introduction to book structure
  o Parts of a book – terminology
  o Book types
  o Text blocks - single leaves and folded sections
  o Covers - case, limp cover, library, extra letterpress, others
  o Securing methods – rigid metal and plastic (e.g. staples and post binders)
  o Flexible – adhesive and thread
- Common reasons for book failure, including manufacturing faults, internal deterioration and environmental misuse
- Typical examples of book damage, including text and page damage
- What to do and when to do it - the sensible approach
  o Paper repairs - wet and dry methods
  o Page tipping
  o Endpaper replacement
  o Sewing techniques – sheet, block and section
  o Fan gluing
  o Spine linings and shaping
  o Cover repairs - soft and hard covers

Who should attend?
Library, archives and records workers required to repair books and journals.

Course presenter
Kim Morris

Duration
One day
Preserving Digital Information

Rapidly changing technology means that digital resources are significantly less permanent than their paper-based equivalents. Their enduring accessibility into the future is thus far from assured. Of arguably greater concern however is the realisation that the challenge is too large and complex for any one institution or country to solve on its own. Although excellent cooperative work is taking place on this issue around the world, particularly in Australia, if we fail to meet the challenge then the result will be a permanent hole in our cultural and documentary heritage.

Learning outcomes
- Increased awareness of the challenges of preserving digital information
- Greater appreciation of the impermanence of digital information
- Understanding of emerging solutions to digital impermanence in archives and libraries
- Practical recommendations to avoid the “technological quicksand”
- Information on how to keep in touch with developments in the field of digital preservation

Topics
- Identifying and understanding the challenges
- Understanding the emerging solutions
- Identifying digital priorities
- Managing digital risks
- Key resources on digital preservation

Who should attend?
Archivists, curators, librarians and records managers with responsibility for digital collections, ICT professionals seeking an awareness of digital preservation issues, independent researchers and curators without attachment to a major cultural institution and other interested professionals and professional bodies seeking to raise their awareness of this issue.

Course presenter
Alan Howell

Duration
One day
**Project Management**  
*A specialised two day program for Library and Information Professionals*

Project management is no longer the domain of one or two technical professions. Everyone is expected to manage projects at work, yet most of the literature and much of the training is still conducted by and for engineers. This program aims to train non-traditional project managers in the tools and techniques of successful project management. Actual projects will be called upon as examples of how to apply a range of common project management tools and techniques.

**Learning outcomes**
- Ability to identify and discuss the unique nature of projects
- Ability to discuss and apply project management principles
- Knowledge of the elements to include when writing a project brief
- Ability to conduct a Work Breakdown analysis
- Ability to use Gantt Charts
- Ability to undertake a risk assessment and develop contingency plans
- Knowledge of the best time to set up project monitoring systems and the importance of constant monitoring

**Topics**
- Overview of project management
- What makes this a project? / the elements of a successful project
- Initiating projects
- Writing project briefs / SMART goals / risk analysis and contingency planning
- Project planning
- Project management lifecycle / work breakdown structure / Gantt charts
- Managing multiple projects
- Prioritising and the to do list
- Project reviews - the four measures of success

**Who should attend?**
This course is recommended for library and information professionals who are required to manage projects and who need to apply a range of practical tools and methodologies.

**Course presenter**
Adam Le Good

**Duration**
Two days
Searching the Web 2.0 Internet

‘The ultimate search engine would basically understand everything in the world, and it would always give you the right thing. And we’re a long, long ways from that.’ - Larry Page, Co-founder, Google

This popular hands-on workshop reveals the variety of tools and techniques available for searching the Web 2.0 Internet, including the vast and still mostly Invisible Web of blogs, pod/vodcasts, You Tube, Twitter, and social networking profiles from Facebook, Linkedin, and MySpace. The workshop shows how popular traditional search engines (TSE) such as Google can be searched more effectively using a range of simple tips and tricks. The workshop also provides ample opportunities to practice new skills through guided exercises and self-paced exploration. Participants are encouraged to explore the ever-changing variety of tools available for searching the Internet, resources for keeping up to date with new developments, and handy Web 2.0 applications for managing search results.

Learning outcomes
- Understanding of the differences between search engines
- Ability to select the most appropriate search tools for specific applications
- Awareness of the pros and cons of different search tools and techniques
- Ability to search the Invisible Web and social networks more effectively
- Ability to keep up to date with developments in search tools and techniques
- Time to experiment and explore!

Topics
- Choosing the right search tools
- Using popular search engines like Google more effectively
- Searching popular Web 2.0 resources, including blogs, pod/vodcasts and social networks
- Customising the search experience (iGoogle)
- Managing search results
- Keeping up to date in a Search 2.0 world

Who should attend?
This workshop is intended for anyone wanting to update or enhance their Internet searching skills in a constructive and fun learning environment.

Course presenter
Andrew Stevens

Duration
One day
Seven Faces of Informed Learning

This workshop aims to help participants to increase their effectiveness in the area of Information Literacy. The workshop will enable participants to discover and explore the phenomenon of Informed Learning (using information to learn) as it is experienced by themselves, their colleagues and their clients. The Seven Faces of Informed Learning is a model that may be used by librarians, other information professionals and discipline educators to help them understand how information literacy is experienced across different disciplines and to apply it as a professional tool.

Learning outcomes

This workshop will enable participants to:
- Explore their own experience of informed learning (using information to learn)
- Explore colleagues and clients' experiences of informed learning (using information to learn)
- Become conversant with the seven faces of informed learning
- Use the seven faces as a tool for learning design

Participants are encouraged to familiarise themselves with the Seven Faces before the workshop. Details are available in:

Who should attend?
Librarians, other information professionals and educators responsible for information literacy programs.

Course presenter
Christine Bruce and Sylvia Edwards

Duration
Half day

Pre-Requisites
Some familiarity with the Six Frames for Information Literacy would be an advantage.
Six Frames for Information Literacy

This workshop aims to help participants increase their effectiveness in the Information Literacy arena by enabling them to use the Six Frames for Information Literacy Education as an analytical tool for curriculum development and other Information Literacy related activities. The Six Frames for Information Literacy Education is a model that may be used by librarians, other information professionals and discipline educators to help them understand the ways of thinking about teaching, learning, information literacy and assessment which they, their colleagues and their students bring to the curriculum agenda.

Learning outcomes
This workshop will enable participants to:
- Become conversant with the different frames
- Identify examples from their experience which reflect the different frames
- Identify their preferred frame and the preferred frames of other significant actors in the learning experience
- Focus on identifying which frames are currently influencing curriculum or aspects of curriculum that they are teaching
- Consider how their curriculum might look different if approached through a different frame

Participants are encouraged to familiarise themselves with the Six Frames before the workshop. Complete details of the Six Frames are available in Bruce, C, Edwards, S. and Lupton, M. (2006) Six Frames for Information Literacy Education: exploring the challenges of applying theory to practice. Special Issue Information literacy – the challenges of implementation, 5(1) http://www.ics.heacademy.ac.uk/italics/vol5iss1.htm

Who should attend?
Librarians, other information professionals and educators responsible for information literacy programs.

Course presenter
Christine Bruce and Sylvia Edwards

Duration
Half day
Social Networking in a Library Setting
Facebook, MySpace and LinkedIn

With social networking now influencing or dominating many everyday activities, libraries of all sizes are being compelled to understand and manage this phenomenon. And it is not just young people and students using popular social networking sites like Facebook and MySpace – libraries, companies, lobbyists and community groups are also flocking to these social networks in order to promote their services, events and branding.

This introductory one-day seminar introduces popular social networking applications and demonstrates their use and management in library settings. The seminar covers policy development and security and safety issues, including the pros and cons of allowing social networking applications on public use computers. For libraries wanting to connect with clients via social networking applications, the seminar also provides practical advice on setting up and managing a corporate profile.

The option of direct consultation regarding the establishment of a corporate social networking identity is also available (extra half day).

Learning outcomes
- Familiarity with the various social networking applications available
- Knowledge of best business practices when choosing and using social networking applications
- Understanding of best business practice in the use of social networking for awareness raising
- The ability to confidently navigate policy management when creating an online identity
- The ability and understanding to maintain and keep current a social networking site
- Understanding of the security risks and procedures that are necessary when selecting/using/maintaining a social networking site

Topics
- What is a social networking site?
- How does social networking work?
- What are the benefits of using a social network?
- What are the security risks?
- What user policies do I need to be aware of?
- Selecting the best social networking application for your task
- Setting up an account
- Maintaining your online account
- Best business practices when using social networking applications

Who should attend?
Library and information professionals and/or those with services targeting the youth market and online population.

Course presenter
Shelley Gurney

Duration
One day

For the latest course information and dates visit www.CAVAL.edu.au
Space Planning for Libraries

A critical element of a successful library is the space in which it delivers its activities - learning and research, study and group work and recreation and social interaction. Libraries however are often constrained by the physical environment in which they operate. This course will enable participants to understand how to quantify the space requirements of their library across a range of drivers including clients, library staff and collections. The use of space standards and norms together with other data will be explored as a means of ensuring that appropriate and effective space is provided to accommodate library resources and services. The impact of changing client needs will also be explored in terms of how libraries can potentially modify their internal spaces to best support strategic change.

Learning outcomes
- Understanding of how to measure current utilisation of library space
- Understanding of how to measure future demand for library space
- Understanding of standards used in library space planning
- An ability to translate changing client needs into space requirements
- Understanding of the processes available to engage with users on space change
- Understanding of how to prepare a Business Case for Capital Investments in Library Space

Topics
- Sourcing data to develop an understanding of how library space is currently used
- Developing comparative models of space requirements for the library
- The changing role of libraries and how this impacts on space required
- Non build solutions to increasing library activities
- Engaging your users in changing your physical space
- Preparing a Business Case that will address requirements for changes to library space

Who should attend?
Managers, supervisors and library staff who have an interest in, or responsibility for, the provision and management of library space and facilities.

Course presenter
Terry Roche

Duration
Two days

A condensed one day version of this program is also available for in house delivery.
Stepping up to Supervision

This important two day workshop explores the foundation skills and aptitudes necessary to make a successful transition from information practitioner to supervisor. The workshop focuses on goal-setting, delegation, communication, problem solving and access to ongoing professional growth and development as primary skill sets of front line supervision in information services. Also included is the latest thinking on new directions in leadership and their application in the workplace.

Learning outcomes
- Understanding of what it means to be “supervisor”
- Understanding of how to apply the power, authority and influence of your position
- Knowledge of personal leadership style and how to optimise leadership at work
- Understanding of what motivates different staff members
- Ability to set SMART goals
- Know how to effectively delegate tasks and responsibilities to staff
- Understanding of the different styles of communication and how to use them effectively
- Familiarity with a range of strategies for effectively solving problems

Topics
- Making the transition from practitioner to supervisor
- Supervision roles and responsibilities
- Understanding your power, authority and influence
- Leadership styles and the five skills of leadership
- Essential human motivation and motivating staff
- Setting SMART goals
- Effective delegation
- Communication styles
- Individual and group problem solving methods including the six thinking hats
- Common causes of careless decision-making
- Evaluation of the problem solving effort

Who should attend?
Anyone who is new to the role of supervisor, those who would like to refresh their skills or those who hope to gain a supervisory role in the near future.

Course presenter
Adam Le Good

Duration
Two days
Time Management

This popular program is presented using a combination of methods including practical exercises, small group work, case studies and self-directed learning. By using a variety of approaches and techniques and combining with comprehensive course notes, the presenter is able to enhance the transfer of learning to the workplace.

This program outline is a guideline only and can be tailored to meet specific needs for in-house delivery. This program is best conducted with between 10 and 18 participants, thereby enabling maximum interaction and involvement.

Learning outcomes
- Develop strategies for dealing with the things that waste your time
- Develop a strategy for changing some core time management habits
- Be able to set effective goals
- Develop a knowledge of the key elements involved in planning
- Be able to use a range of planning tools
- Be able to prioritise your workload effectively
- Be able to delegate work effectively
- Understand procrastination and have a range of strategies for minimising it
- Be better able to minimise and avoid unnecessary interruptions

Topics
- Confronting the time killers
- Changing poor time management habits
- Setting goals
- Tools for planning
- Effective delegation
- Overcoming procrastination
- Controlling interruptions
- Time management and motivation
- Six keys to effective time management

Who should attend?
Individuals and teams requiring more effective time management strategies and skills.

Course presenter
Adam Le Good

Duration
One day

For the latest course information and dates visit www.CAVAL.edu.au
Train the Trainer
A specialised program for Library and Information Professionals

This practical training skills program has been developed for library and information professionals who are required to prepare, present and evaluate the effectiveness of training to individuals or small groups in the workplace.

Learning outcomes
- Ability to write meaningful learning objectives
- Ability to apply knowledge of adult learning theory and practice to enhance training and improve the transfer of participant learning back to the workplace
- Ability to design session plans which are targeted to specific audiences
- Ability to present training to a wide variety of individuals and groups in an engaging and professional manner
- Ability to use visual aids to maximise the effectiveness of presentations
- Skills to manage participant questions and challenging situations
- Skills to undertake the evaluation and assessment of training at a number of levels

Topics
- Common problems with presentations
- Preparation and planning
- Principles of adult learning
- Presentation skills
- Encouraging self directed learning
- Dealing with nerves
- Evaluating and assessment of training
- Individual presentations
- Presentation feedback and coaching

Who should attend?
Information professionals who are required to train individuals or small groups in the workplace.

Course presenter
Adam Le Good

Duration
Three days

A condensed two day version of this program is also available for presentation in-house.
Working with Asian Names

*Working with Asian Names* is a lively full day workshop designed to help participants with names from China, Vietnam, Thailand, India, Sri Lanka, Malaysia, Indonesia and Japan. Common difficulties experienced by service providers who have customers from these countries include:

- Struggling to pronounce names correctly
- Not knowing what part of the name to use when addressing someone
- Not knowing how to enter a name into a database designed for Anglo-Saxon names.

These topics are all covered in the workshop, together with background details on the history, language and naming culture of each country or group. Participants who are having particular difficulties with names, or would like to learn more about this fascinating subject may also be interested in the book *Success with Asian Names: A practical guide for everyday usage*, written by the trainer and published by Allen & Unwin in early 2007.

**Learning outcomes**

- Understanding of how Asian societies differ in the way names are used and viewed
- Ability to identify the language of origin of a particular Asian name
- Improved ability to pronounce difficult Asian names
- Knowledge of correct modes of address in formal and informal situations
- Effective entry of Asian names into Anglo-Saxon databases with “Given Name” and “Surname” fields
- Enhanced understanding of the languages and cultures of your Asian customers

**Topics**

- How Australians view names and why Asian societies may view them differently
- How names are structured in different Asian societies (e.g., traditional Chinese names have three parts with the family name placed first)
- Common difficulties with names and tips on how to address them
- Information on the structure, pronunciation and language of origin of names from China, Vietnam, Thailand, India, Sri Lanka, Indonesia, Malaysia and Japan

**Who should attend?**

Service providers who work with people from Asian cultures.

**Course presenter**

Dr Fiona Swee-Lin Price, author of *Success with Asian Names* (Allen & Unwin, 2007).

**Duration**

One day
Writing for Publication

A half day workshop intended to develop the writing and editing skills of library workers who would like to publish in the professional literature but who have little or no experience in this area.

Learning outcomes
- Development of skills in identifying publishable material
- Development of skills in matching submissions to journals
- Development of skills in writing for specified audiences
- Development of skills in planning for publication

Topics
- Why do you want to publish?
- How do you identify publishable material?
- How do you identify suitable journals in which to publish your material?
- How do you write your material to be suitable for your audience?
- How do you plan a publication project?

Who should attend?
Library and information professionals.

Course presenter
Jean Dartnall

Duration
Half day

Please note
Optional coaching is also available for this program. Those participants who choose to do so may submit a short piece of writing to the presenter before the course for suggestions about personal writing style. Coaching is offered because of the experience that general instructions on writing are not always appropriate for professionals who vary considerably in their writing styles and experience.
Writing Procedures Manuals

A half day workshop to help and encourage library staff involved in writing procedures.

Learning outcomes
- Development of understanding of the purpose of written procedures
- Development of skills in choosing appropriate language and style for procedures writing
- Development of skills in planning a procedures writing project

Topics
- Why do we need procedures manuals?
- Some common problems with procedures manuals
- How do you write instructions?
- How do you test written instructions?
- What is the best format for your manual?
- Where do you begin and how do you progress in writing a procedures manual?

Who should attend?
Library and information professionals.

Course presenter
Jean Dartnall

Duration
Half day

Please note
Optional coaching is also available for this program. Those participants who choose to do so may submit a short piece of writing to the presenter before the course for suggestions about personal writing style. Coaching is offered because of the experience that general instructions on writing are not always appropriate for professionals who vary considerably in their writing styles and experience.
Writing Reports

A half day workshop for library staff who have a need to communicate in writing in a formal way but have little or no experience in this area.

Learning outcomes

- Development of skills in choosing the appropriate communication method to match the situation
- Development of skills in collecting appropriate data for reports
- Development of skills in choosing appropriate writing styles for the situation
- Development of practical writing skills

Topics

- Why write reports?
- What is a report and when is a report the best method of communication?
- Who is the audience for your report?
- How can you ensure that your report is read?

Who should attend?

Library and information professionals

Course presenter

Jean Dartnall

Duration

Half day

Please note

Optional coaching is also available for this program. Those participants who choose to do so may submit a short piece of writing to the presenter before the course for suggestions about personal writing style. Coaching is offered because of the experience that general instructions on writing are not always appropriate for professionals who vary considerably in their writing styles and experience.
Trainers and Consultants

Max Anderson
Web 2.0 – Library 2.0 – Social networking - Medical libraries

Max Anderson earned his MSLIS in 1999 from Florida State University. Shortly after graduating, he worked as a Public Access Computer Trainer for the Bill & Melinda Gates Foundation, installing granted computer technology and training librarians in rural libraries across the country. While working with the Gates Foundation, Max became involved with the creation of what became WebJunction, an online portal for libraries. He serves as an advocate for WebJunction and has taught informational courses online about the portal. From 2003 to 2008, Max worked at SOLINET as an Educational Services Instructor. He wrote and taught classes on OCLC products and services, web design, application of social software to libraries and general technology to librarians around the Southeast. Max is a well-known speaker and has presented at various conferences including: Computers in Libraries, state library conferences, Midwest Chapter of MLA, and Southern Chapter and Mid-Atlantic Chapter of MLA Joint Conference. In 2007, he was invited to Australia and New Zealand by CAVAL to teach classes about social software in libraries. In 2008, Max participated in a televised and recorded MLA webcast on Web 2.0. He recently published an article in the Georgia Library Quarterly on RFID in Libraries. In spring 2008, Max joined the National Network of Libraries of Medicine - Greater Midwest Region as the Technology Coordinator. He consults member institutions on emerging technologies, speaks at regional meetings, creates classes on the use of various technologies for health sciences libraries and is the state contact for Wisconsin and Indiana. Max's interests include emerging technologies, web design, planning for library futures and technology change, cataloguing and advocacy and support for libraries.

Ian Benjamin
Consulting skills – Consultative selling – Strategic planning – Group facilitation

Ian Benjamin is an experienced facilitator and specialist trainer in consulting skills and techniques who regularly runs workshops for information professionals. Allen & Unwin published the second edition of Ian’s influential book Consulting, Contracting and Freelancing in 2007. Ian has addressed many professional development forums, ABC Radio, the National Press Club, the Open University and Qantas in-flight business. He is a contributor to Your Life magazine on matters related to working as a consultant. Ian is a graduate of Monash University in economics, politics and education.

Kerrie Blyth
Family history research – Digital services for genealogists

Kerrie Blyth is a qualified library technician and has spent 18 years working in a TAFE college library. She has been teaching in a wide variety of program areas for twelve years and has most recently presented family history and digital imaging courses for Adult Education. Kerrie holds an Advanced Diploma in Library Studies and workplace training qualifications. Kerrie’s current position is as a resource development adviser for TAFE Tasmania. A keen genealogist who has been a member of the Tasmanian Family History Society since 1982 and more recently the Society of Australian Genealogists, Kerrie is particularly interested in finding new ways to store, organise and publish family tree...
information. Kerrie has developed a personal family history website and is a partner in a small business providing digital services for genealogists.

**Christine Bruce**  
**Information literacy – Information literacy education**

Christine Bruce is Professor in the Faculty of Information Technology at Queensland University of Technology. She has extensive experience in research and consultancy around information literacy and information literacy education. Her wider research agenda focuses on higher education teaching and learning. She regularly provides keynote addresses and workshops on information literacy to conferences around the world. Christine was appointed as a Carrick Associate Fellow in 2008.

**Jenny Cameron**  
**Information literacy – EndNote**

Jenny Cameron has been training and supporting researchers in the use of EndNote bibliographic software since 2002. She worked as a liaison librarian at Victoria University from 1990-2008, including a secondment to RMIT during 2007 and working part-time as an academic tutor in a first year Bachelor of Arts program for five years. She has delivered training programs to clients ranging from TAFE level through to postgraduate, and including sessions for teaching staff, researchers and information professionals. From within the liaison role she coordinated the EndNote training program at VU, providing train-the-trainer workshops for library staff and moderating a discussion list for EndNote users across the university. Jenny is now in an exciting new role as Research Librarian at VU, which involves university-wide coordination of library training programs for researchers, providing research support to research centres and institutes, and liaising with researchers to submit material to the Institutional Repository.

Jenny also works as a consultant trainer delivering train-the-trainer programs Australia-wide for information professionals in the use of the EndNote program, as well as tailored programs for researchers in scientific organisations and government departments. Jenny has provided training and support for other web-based reference management software, and more recently has been exploring Web 2.0 tools and their potential role in e-research. She is an Associate Member of ALIA and has completed a Graduate Certificate in Tertiary Education.

**Jean Dartnall**  
**Indexing – Abstracting – Editing – Writing – Special libraries**

Jean Dartnall is a qualified and highly experienced librarian and has published in a variety of fields, including librarianship and indexing. Her writing experience includes scientific papers; a book on special libraries published by CSU; papers on aspects of librarianship and of indexing; reports, procedures manuals and policy documents; and contributions to popular magazines. Jean is also a highly accomplished editor and indexer with many years of industry experience, particularly in the area of special historical collections and scientific publishing. Jean has worked with CAVAL as a consulting trainer since 2006 and presents a range of programs in indexing, abstracting and writing. Jean is a member of the Australian and New Zealand Society of Indexers and an occasional contributor to their newsletter. She also reviews for the UK publication *The Indexer*. 

For the latest course information and dates visit www.CAVAL.edu.au
Valma Datson  
Information literacy – Health and safety in libraries – TAFE libraries

Valma Datson has been working in libraries for over 30 years. Valma started in small government department libraries and then moved into the tertiary education sector in Victoria, working in TAFE libraries for 7 years and then dual sector University/TAFE libraries. Valma currently manages the RMIT University Bundoora Campus Library in Melbourne. She is passionate about Information Literacy and Health and Safety in libraries and has developed considerable practical expertise in both areas. Valma has worked closely with architects, ergonomists, manufacturers and internal university facilities staff to ensure safety in designing work areas and equipment during refurbishments and for new libraries. In 2000 Valma jointly won the Victorian Worksafe award for designing and installing a returns system at the St Albans Campus of Victoria University (Melbourne) which reduced manual handling by 80%.

Sylvia Edwards  
Information literacy

Sylvia Edwards is Associate Professor and Assistant Dean Teaching and Learning in the Faculty of Information Technology at Queensland University of Technology. She has extensive research interests around information literacy, internet searching, evidence based practice and academic leadership. In 2007, Sylvia won a Carrick award for Teaching Excellence, and has several other teaching awards to her credit. She is presently leading two Australian Teaching and Learning Council projects.

Jacqueline Elliott  
Moys Classification – Law libraries

Jacqueline Elliott was Court Librarian at the High Court of Australia from 1985-2005. Previously she worked as Law Librarian at the University of Papua New Guinea (UNPG) from 1982-85; Deputy Law Librarian, University of Adelaide, from 1974-82; and Assistant Law Librarian, University of the West Indies (Cave Hill Campus, Barbados), from 1970-73. During the years at UPNG she made two collecting trips to the Pacific islands to gather material to start up the Pacific Law Collection in the Law Library at UPNG, Port Moresby. She maintains her interest in and contacts with the Pacific jurisdictions and was Coordinator of the Pacific Twinning Project of the Australian Law Librarians Group up to October 2006. Ms Elliott edited *Australian Law Librarian* from 1993-95 and has published *Pacific Law Bibliography* (2nd ed., Hobart: Pacific Law Press, 1990) and *Papua New Guinea Statutes in Force* as at 31 December 1991 (UPNG Library, 1992). She has also written several articles on Pacific legal bibliography and the High Court of Australia Library. Ms Elliott was an IALL Board member from 1997 to 2001 and a corresponding member of the editorial board for the third and fourth editions of the Moys Classification. She continues to coordinate Moys queries and changes in Australia and has conducted a number of Moys workshops for law librarians in different states of Australia.

Margaret Enbom  
Negotiation skills – Digital content – Contracts and licences – Special libraries

Margaret Enbom has a wealth of experience in managing libraries and more recently has made the transition from librarianship into associated areas. She currently heads up her own information consultancy business and has been the face of Emerald Group Publishing
in Australasia for the last five years. Margaret has a Graduate Diploma in Management from Central Queensland University, and a Bachelor of Arts, majoring in Economics, from Melbourne University. She is currently completing the nationally accredited Certificate IV in Training and Assessment (Cert IV TAA). Prior to establishing her own business, Margaret managed the Australian Institute of Management (Queensland & Northern Territory) Information Centre, developed the IREL industrial relations database while working at Brisbane College of Advanced Education, has experience in the TAFE sector, and in government and public libraries. She is an Associate Member of ALIA, was a recipient of the Queensland Special Librarian of the Year award and an active ALIA Committee Member for a number of years.

**Mary Gough**
*Cataloguing – School libraries – Special libraries*

Mary Gough is an experienced senior cataloguer who has worked across a variety of library environments, ranging from universities to small one-person libraries. Mary currently works for a Queensland Government agency where she catalogues resources in all formats onto SCIS, the national cataloguing database for school libraries in Australia and New Zealand. Mary brings to her training an emphasis on the importance of international standards and an understanding of how to interpret these rules with the needs of local users in mind.

**Kathryn Greenhill**
*Second Life – Web 2.0 – Social networking*

Kathryn Greenhill is Emerging Technologies Specialist at Murdoch University in Perth, Western Australia. She is based in the library to help staff and students work out the best new web tools and technologies to use. She is part of the team managing the Australian collaborative libraries blog, [librariesinteract.info](http://librariesinteract.info). Kathryn is the author of the influential Librarians Matter blog ([librariansmatter.com](http://librariansmatter.com)) and frequently presents on how libraries can find a place for new Web technologies, including Online Virtual Worlds, blogging and other social software. She was awarded the 2009 VALA travel scholarship to travel in the United States researching alternative discovery layers and Open Source library management systems.

**Shelley Gurney**
*Metadata – XML – Web 2.0 – Social networking*

With several years of secondary and academic library and teaching experience behind her, Shelley graduated with an MLIS in reference and digital librarianship from the Victoria University of Wellington in early 2007. She has experience in both the public and private sectors as a project manager and facilitator with a focus on library and information science. She has taught Information Technology and computer literacy programmes at secondary school and college level, and has held positions in circulations and reference at academic libraries for a number of years, most recently, as a digital projects and research assistant at the New Zealand Electronic Text Centre (NZETC) and as the Information Officer for the ACT Department of Justice and Community Safety. Shelley is currently reading for her PhD in English Literature at the Australian National University.
Roger Henshaw
Library reviews – Strategic planning – Library management – Change management – Group facilitation – Public libraries

Roger Henshaw brings together 30 years of local government experience including over a decade of senior multi-disciplinary management expertise to provide clients with clear and practical customer focussed service. Roger's diverse management experience includes leadership of public library services, museums, archives, exhibition spaces and art gallery, visitor information and council customer service centres. Roger has managed the implementation of shared services for IT, finance, human resources, OH&S, and risk management. In addition to high level financial, technology and human resource management skills, Roger's impressive consulting repertoire includes substantial marketing, promotion, planning, training, and cultural change management experience.

Alan Howell
Library and archive storage – Risk management in cultural collections – Preservation of digital information

Alan Howell is a consultant in archive and library storage and logistics and risk management in cultural collections. He is also an author and presenter of courses on the preservation of digital information and trainer in heritage collection disaster preparedness and recovery. Previously, Alan was Manager of the Preservation and Storage departments at the State Library of Victoria in Melbourne and the State Library of New South Wales in Sydney. Alan is an honorary member of the International Advisory Group to PADI (Preserving Access to Digital Information) project at the National Library of Australia and an honorary member of the UNESCO Australian Memory of the World Committee for which he maintains the program's website at http://www.amw.org.au

Cathie Jilovsky
Library statistics – Benchmarking – Library systems

Cathie Jilovsky is Chief Information Officer at CAVAL. In the 14 years she has been with CAVAL, Cathie has undertaken a range of managerial and technical roles, including the management of a number of CAVAL's resource-sharing services, the implementation, management and support of a variety of technical systems for library operations and the collection and publication of library statistics. Cathie has worked in Australia, New Zealand and the United Kingdom for a variety of organisations in a range of positions in which she has been responsible for an interesting diversity of information management systems.

Adam Le Good
Customer service – Change management – Project management – Frontline management – Time management – Presentation skills – Train the trainer – Negotiation skills

Adam Le Good, Fundamental Training and Development Pty. Ltd., uses practical applications of management principles and theory plus a humorous and theatrical style to ensure that course participants enjoy their learning experience and are able to translate their newly acquired skills to their workplace. His knowledge of adult learning principles, group dynamics, learning styles and human behaviour ensures the training will appeal to a broad range of participants. As well as a degree in Psychology and a Diploma in Frontline Management, Adam has a number of professional training qualifications including...
Certificate IV in Workplace Assessment and Training. He is an accredited administrator of MBTI, the Team Management systems and the Belbin Team Roles. Adam's training skills are widely used by Victorian and NSW Universities and TAFE, hospitals, state and federal government departments, local government, professional associations and private sector companies.

Jaime McCowan
Administration – Budgeting – End-processing – Workflows

Jaime McCowan started at CAVAL in 2003 in the Cataloguing and Processing Department. She was initially involved in coordinating ARLAC and assisting with Cataloguing Administration. In 2005, Jaime became Administration Manager at CAVAL and in 2008 moved to a Project Officer position providing liaison for CAVAL's member committees and coordinating CAVAL's consulting services. Jaime has a Bachelor of Science degree from the University of British Columbia and is currently working towards her Master of Commerce through Deakin University.

Ruth McIntyre
Agricultural information - Information management - Project management - Marketing - Special libraries

Ruth McIntyre is a graduate of the University of Sydney (BA) and University of New South Wales (Dip Lib). Agricultural information and innovative information delivery methods have been interests throughout her career, culminating in her appointment as Manager of the Livestock Library in Western Australia from 2006 to 2008. Ruth has specialised in project librarianship and has worked in a range of agricultural information organisations including CSIRO, a farm lobby group, an independent agricultural publisher and a state department of agriculture. Her wider career in libraries has included TAFEWA and Fremantle Hospital. Ruth's wide range of experience formed the ideal background for her time managing the Livestock Library, an online information service funded by industry, and required information management skills, a good knowledge of agricultural information, marketing skills and a preparedness to be innovative. Ruth is now bringing these capabilities to the wider library and information sector as a consultant.

Kim Morris
Risk management in cultural collections – Conservation and preservation of cultural collections

Kim Morris has 22 years experience in the field of paper conservation and is an expert in disaster prevention and preparedness. In 2006, Kim was named the AICCM Conservator of the Year. Kim worked as a paper conservator at the Australian War Memorial and the National Library before becoming the director of Art and Archival Pty Ltd, a Canberra based consultancy, in 2000. Kim's areas of specialist expertise include paper conservation, preventative conservation, disaster planning for cultural collections, and education and training.
George Panagiotidis
Libraries Australia – Library systems – Digitisation of print collections

George Panagiotidis joined CAVAL in December 2000. His initial role was in the implementation of the LIDDAS Project, where he provided helpdesk services as part of CAVAL’s partnership with Fretwell Downing Informatics (FDI). Following the cutover to live operations, he built on his extensive knowledge of document delivery, interlibrary loan workflows, IT and database environments to become an integral part of CAVAL’s Support team. As well as servicing the CAVAL LIDDAS Consortium (CLIC) system, he configured and implemented the State Library of New South Wales VDX system. George is an experienced trainer, providing VDX training to CLIC and other VDX sites as well as Libraries Australia training.

Fiona Swee-Lin Price
Customer service – Cultural diversity management

Dr Fiona Price has a Malaysian Chinese mother and an Anglo-Australian father. She has been working with international students since 1991 and running cross-cultural training programs since 1996. After completing her PhD in cross-cultural psychology in 2000, she founded her own consultancy specialising in cultural diversity management for Australian organisations. She believes that training is most effective when it is practical, accessible, and focused on strategies and insights which are directly applicable to trainees’ lives and work. Her clients include the Australian Crime Commission, Tourism Victoria, the Maribyrnong City Council and fourteen Australian universities.

Terry Roche
Space planning – Facilities management

Terry Roche has over 15 years experience in space planning for universities in Australia, the United Kingdom and the Middle East. He has developed new approaches to balancing the drivers and suppliers of space. His innovative approach has received significant funding from the Higher Education Funding Council of England for the development of integrated space planning and management tools. Terry has consulted widely in the UK, the United Arab Emirates and Australia on the development of new facilities, including new libraries, and has a first hand knowledge of library space issues through his former role as Manager, Quality and Innovation at Deakin University. Terry is currently employed as Manager, Space Management at Victoria University in Melbourne.

Joanne Rutherford
Team effectiveness – Performance management – Staff development

Joanne Rutherford is the Human Resources and Staff Development Coordinator at The University of Queensland Library. Whilst she has a strong background in all areas of human resource management she has a particular interest in organisational and staff development and training. She has substantial experience in the design, implementation and delivery of staff development programs for all levels of staff with recent emphasis on transition to management and management skills development programs. Joanne is accredited to use several of the Team Management Systems profiling instruments and has used these instruments in teambuilding and team review activities as well as other areas of staff development.
Navita Sachi
Cataloguing – Metadata – Languages other than English (LOTE)

Navita Sachi is a practicing senior cataloguer at CAVAL with responsibility for high-level cataloguing of a wide range monographs, non-book materials and serials in English, Indonesian and Malay. Navita’s extensive experience includes cataloguing and reference positions in university and special libraries, and the State Library of South Australia.

Richard Sayers
Group facilitation – Strategic planning – Leadership development – Change management – Team effectiveness – Special libraries

Richard Sayers is Director, Capability Development for CAVAL. Richard is a qualified librarian, workplace trainer and assessor (ANTA Certificate IV in Training and Assessment) and experienced group facilitator; working with high profile clients such as UNESCO in Australia and overseas. Richard is an accredited administrator of Extended DISC, and the Team Management Profile and Window on Work Values suite of tools from Team Management Systems. Prior to joining CAVAL, Richard worked as a senior library and information manager in government agencies and universities in Australia. His responsibilities now include CAVAL’s international training and consulting programs and Horizon – Australasia’s first Executive Leadership Program for Senior Library and Information Managers. Richard also facilitates and consults in the area of organisational capability, strategic planning and leadership development. Richard is the author of two books, the first published by UNESCO in 2006, and is currently ALIA’s representative on IFLA’s Continuing Professional and Workplace Learning Section. He is a Fellow of the Australian Institute of Professional Facilitators, Associate Fellow of the Australian Library and Information Association and Member of the Australian Institute of Training and Development and Australian Institute of Management.

Michael Stephens
Web 2.0 – Library 2.0 – Social networking – Blogging – Public libraries

Michael Stephens Ph.D., is currently Assistant Professor in the Graduate School of Library and Information Science at Dominican University in River Forest, Illinois. He spent over fifteen years working in public libraries, most recently as Special Projects Librarian at Saint Joseph County Public Library. He published The Library Internet Trainer’s Toolkit in 2001. Two years later, he launched his weblog, Tame the Web, which has since grown into a community of over 5,000 subscribers. Michael’s professional writing has appeared in Public Libraries, Library Journal, Computers in Libraries, OCLC’s NextSpace, and ALA’s TechSource blog. He has also served on the editorial board of both Reference and Users Services Quarterly and Internet Reference Services Quarterly. Named a “Mover and Shaker” by Library Journal in 2005, he also served as a Scholar in Residence at Chicago Public Library and an adjunct instructor at IUPUI and Dominican University. Michael joined Dominican’s full-time faculty in 2006 and completed his Ph.D. in 2007 while continuing to blog and publish. Recently, he has produced two ALA Library Technology Reports on Web 2.0 and also created a graduate seminar on Library 2.0 theory and practice. Michael has spoken about technology, innovation, and libraries to audiences in over 25 states and in three countries.
Andrew Stevens  
Internet searching – Project management – Web 2.0 – Social networking

Andrew Stevens has been an Internet technology specialist since 1993 and has an extensive background in traditional software engineering, IT strategy and enterprise project management. He is an IEEE member, has participated in the development of W3C specifications and is also a multi-award winning software developer. From managing software projects on a global basis through to leading many national development efforts, Andrew has an extensive breadth of knowledge and experience to enable the insightful presentation of established and emerging technologies to both business and technical audiences. His work has benefited organisations such as Lonely Planet, the Australian Federal Government, Tattersalls, National Australia Bank, Telstra and many others.

Lamis Sukkar  
Cataloguing – Metadata – Languages other than English (LOTE)

Lamis Sukkar is the Cataloguing and Metadata Services Manager at CAVAL where she manages the diverse mix of cataloguing and metadata services provided to customers in Australia and internationally. Lamis is an expert cataloguer and sought-after trainer in this field.

Elisabeth Wheeler  
Community and school archives – Records management

Elisabeth Wheeler is an experienced records and information manager and workplace trainer, and holds a Masters of Information Management and Systems (MIMS) from Monash University. Elisabeth has worked across the information continuum since 1986, firstly as a librarian in State and Local Governments and later, as an archivist, with the Queensland State Archives. Since 2000, Elisabeth has worked in the public and private sectors as a corporate information strategist and business analyst, specialising in e-Recordkeeping and electronic document/records management systems (EDRMS). As a consultant, Elisabeth has performed many roles relating to information management, and has a continuing interest in preserving not only the corporate memory, but also in the wider context, the historical record. Elisabeth has helped clients to establish their own in-house archives and advised on their management. Elisabeth is a passionate advocate of education and training for information professionals and has presented several papers at IM industry and professional events, and is a published author appearing in the RMAA’s IQ Annual 2006; for which she was awarded the Objective-RMAA Article of the Year in that year.

Janette Wright  
Library management – Library reviews – Strategic planning – Publishing – Pricing and business models – Public libraries

Janette Wright is CAVAL’s Chief Executive Officer and has extensive experience of the library and information services sector, including key roles in the management of large library systems and programs, (e.g. the State Library of NSW); library systems and service vendors, electronic publishing and shared services. Janette’s expertise includes consulting in library services, facilitation, communication and planning for local and state government agencies, policy development and the application of technology to library services. Janette holds qualifications in knowledge management, library and information management and psychology.
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Address: __________________________________________________________________________

Phone: ______________________ Fax: ______________________

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Total price AUD _________ (includes Australian GST)

Payment method [please tick]:

☐ Cheque (enclosed)    ☐ Credit card

Credit card [please circle]: Bankcard / MasterCard / Visa / American Express / Diners Club

Name on card: ______________________________________________________________________

Card number: ______ / ______ / ______ / ______    Expiry Date: ______ / ______

Cardholder’s signature: _____________________________________________________________

☐ Yes, I require a tax invoice / receipt [please tick]
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I would like to see CAVAL offer the following new programs or services:

___________________________________________________________________
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___________________________________________________________________

CAVAL is offering the public training program I need but not in my geographic area. Please consider the following new locations for existing and future programs:

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CAVAL is grateful for all feedback and appreciates your assistance in the development of future programs and services. Please provide your name and email address if you would like a CAVAL representative to contact you regarding your request.

Name: ________________________________
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