



LIANZA

Careers Survey 2012

A Report for LIANZA

Prepared by Lynley Stone
The Information Workshop
(lynley@informationworkshop.com)

31 May 2013



Executive Summary

Conducted by Lynley Stone of The Information Workshop on behalf of LIANZA in June 2012, this was one of the largest surveys conducted of New Zealand library staff. 869 usable responses were collected. The survey explored a range of issues related to career development for librarians through quantitative and free-text questions.

Respondents came from all library sectors, and all parts of the country. Most worked in jobs that required or desired a LIS qualification, and two thirds worked in jobs that required or desired non LIS qualifications. School libraries have the lowest level of requirement for qualifications of any type, while tertiary libraries are the highest.

Most respondents held a library qualification, and of these, most were done all or partly in New Zealand. 30% of respondents had done more than one LIS qualification, and a range of reasons for upgrading were given. Few respondents worked in jobs that required RLIANZA. The public library sector was the only sector where more than 50% of respondents worked in jobs that required or desired RLIANZA. Free-text comments provide insights into the motivating factors around joining and remaining a member of the RLIANZA scheme. There was almost no linkage of RLIANZA to pay levels and three quarters of respondents reported no link between RLIANZA and access to CPD opportunities in the workplace. There was a strong sense that the employer should pay all or some of the costs of CPDs. Two thirds of respondents were not willing to do CPD in their own time.

Gaining a LIS qualification and being appointed to a higher level job were the two most important methods of progressing a career, followed by moving between sectors, organisations and jobs at the same level. Active involvement in the professional community and undertaking non-LIS study were also considered beneficial.

A third of people working in libraries had pursued another career before entering library work, and almost half had taken time out to travel/raise a family/undertake personal interests at some stage in their lives.

Most library jobs seem to be advertised employer websites and industry email lists and websites. The online job site Seek is the most highly used of its kind, and the local daily newspaper is a common place to advertise. There is some variation by level of job and sector.

Applicants for jobs were advised to contact a manager rather than a team member for more information about a job, and to do so before applications close rather than after. It was considered appropriate in most situations to contact HR for more information about a job if required. Applicants were advised to visit the library they were applying to work in if possible, and most people thought it not suitable or necessary to send a thank you letter after an interview. A checklist of advice for library job applicants is given.

Most respondents kept up to date through reading – web searches, journals, books and reports, email lists and emailed newsletters, and a range of social media were used. There was a high level of membership of a LIS professional association, and a quarter of respondents belonged to a non-LIS professional association. Events and conferences/hui organised by these groups were heavily attended.. In-house training was used more often than external training in all sectors apart from schools. One third of respondents had, in the last 2 years, enrolled in a formal course of study, and a third had been mentored or were themselves a mentor of others. A checklist of ways to keep up to date is included.

A summary of the skills of a librarian was created. The key themes are enhancing lives of people and communities, encouraging and promoting reading, literacy and learning, helping people find and use information, and organising and providing access to information. A list of key attitudes and areas of expertise is included. A summary of all library skills that were mentioned anywhere in the survey is given.

The final section provides extensive advice for people at different stages of their careers, from entry level through to senior management. Gleaned from hundreds of free text comments, this distils the wisdom and experience of respondents. Key advice is to do background research and to think carefully about your own needs, think long-term, gain experience and get qualifications, have a positive can-do attitude, create and use personal and professional networks, be active in professional associations, never stop learning. Specific advice is given for people facing review or restructuring, including being prepared and participating in the review, and looking at your options.

Contents

Background to the survey.....	5
Methodology	5
This report.....	6
Invitation to Readers	6
1 Location and Sector	7
1.1 Location of respondents	7
1.2 Sector of respondents.....	7
2 LIS and Non-LIS Qualifications	9
2.1 LIS qualifications required	9
2.2 Are LIS qualifications essential for LIS professionals, by sector	11
2.3 LIS qualifications: Free-text comments	12
2.4 Non-LIS qualifications required	14
3 LIS Qualification Study Paths	17
3.1 LIS qualification held.....	17
3.2 Where LIS qualifications were done	17
3.3 Brief overview of New Zealand LIS qualifications.....	18
3.4 Highest LIS qualification gained or currently enrolled in.....	18
3.5 Study paths	20
3.6 Likelihood of studying in the future.....	22
3.7 Upgrading qualifications: Free-text comments	23
4 RLIANZA	29
4.1 RLIANZA Professional Registration required.....	29
4.2 Should RLIANZA be required for jobs: Free-text comments.....	32
4.3 RLIANZA: An overview of the status/attitudes	34
4.4 Employer attitude towards RLIANZA, and RLIANZA status/attitudes	35
4.5 Motivation to apply for RLIANZA	36
4.6 Attitudes towards applying for RLIANZA: Free-text comments	38
4.7 Motivation to not apply for RLIANZA.....	40
4.8 Decision to not register: Free-text comments.....	42
4.9 Not yet registered: Free-text comments	47
4.10 Lapsed/may let membership lapse: Free-text comments	47
4.11 General difficulties in process: Free-text comments.....	49
4.12 Ideas for improvement of scheme: Free-text comments.....	50
4.13 Is RLIANZA linked to pay?	55
4.14 RLIANZA link to pay: Free-text comments.....	56
5 Continuing Professional Development (CPD)	62
5.1 Is there a CPD Policy in your library?	62
5.2 Impact of RLIANZA on CPD practices	62
5.3 Impact of RLIANZA on CPD: Free-text comments.....	63
5.4 Responsibility to pay for CDP	64
5.5 Responsibility to pay for CPD: Free-text comments.....	65
5.6 When CPD should be done	67
5.7 When CPD should be done: Free-text comments	68
6 Progressing Careers	70
6.1 Career advancement strategies.....	70
7 Career Paths.....	74
7.1 Patterns of employment in libraries	74
7.2 Career patterns.....	75



8	Job Advertisements	78
8.1	Places where jobs are advertised, by level.....	78
8.2	Places where jobs are advertised, by sector	82
9	Job Application Behaviours.....	87
9.1	Level of involvement in recruitment	87
9.2	Before the applications close, is it appropriate to talk to the library manager or team leader to gather information about the job?.....	88
9.3	After being shortlisted but before the interview, is it appropriate to talk to the library manager or team leader to gather information about the job?.....	89
9.4	Before the applications close, is it appropriate to contact a member of the team to gather information about the job?.....	91
9.5	After being shortlisted but before the interview, is it appropriate to contact a member of the team to gather information about the job?.....	93
9.6	Should an applicant contact the HR department to seek formal information about the job during the recruitment process?.....	95
9.7	Should a shortlisted applicant visit the library they hope to work in before the interview?.....	97
9.8	Should an applicant send a letter of thanks to interviewers after an interview?.....	98
9.9	Influence of having worked in other industries on attitude.....	100
9.10	Advice for people applying for jobs: Free-text comments	100
10	Current Awareness	105
10.1	Methods used to keep up to date with work related topics	106
10.2	Professional association membership	108
10.3	Attendance at professional association events and conferences/Hui	109
10.4	Training attendance	112
10.5	Study, research and mentoring	113
10.6	Professional reading: Web searches, journals and books/reports.....	115
10.7	Professional reading: Email discussion lists and newsletters.....	116
10.8	Professional reading: Social media.....	117
10.9	Comments on keeping current: Free-text answers	119
10.10	Checklist of strategies to keep up to date	125
11	What Librarians Do	127
11.1	The skills of a librarian	127
11.2	List of “Library Skills” mentioned anywhere in the survey.....	141
12	Advice for Career Development	144
12.1	Advice for someone seeking an entry level library job.....	144
12.2	Advice for someone with library experience but no qualifications.....	151
12.3	Advice for someone seeking their first post-qualification position.....	155
12.4	Advice for someone seeking a more interesting professional job	160
12.5	Advice for someone wanting to move between library sectors.....	164
12.6	Advice for someone wanting to move into senior management	169
12.7	Advice for someone facing review or restructuring	175

Background to the survey

Over the second half of 2012, LIANZA hosted a national series of workshops on *Careers in Libraries*, presented by Lynley Stone of The Information Workshop, an Auckland based library consultancy. To provide a solid understanding of the background to library careers in the rapidly changing world of 2012, an online survey was conducted, and preliminary results from the survey were used in the workshops. LIANZA took the opportunity to add specific questions around Professional Registration into the survey.

Methodology

The survey was lengthy and questions wide-ranging. It used both quantitative survey and free-text comments sections. The questions aimed to gain a broad overview of issues surrounding library work and library careers. The free-text questions encouraged individuals who held opinions on things such as the usefulness of LIANZA Professional Registration to share them. As a consequence, a vast amount of data has been collected.

The survey was deliberately designed to have no compulsory questions. As a result, some respondents answered all questions, while others answered only a small number. The total number of respondents to each question is indicated in the findings, and in the analysis, unless otherwise stated, percentages are calculated based on the number of respondents to the specific question or block of questions.

869 usable responses were collected from people working across all library sectors. Usable responses are defined as those where the respondent completed at least some of the questions beyond the first page of the survey, and who gave meaningful answers, rather than ticking all options to all questions.

There are approximately 6000 individuals employed in library work in New Zealand, of whom around 3500 call themselves *librarian* rather than *library assistant*¹. This means that about 15% of all New Zealand library employees participated in the survey. 90.22% of respondents to the current survey hold a library qualification, so the proportion of New Zealand *librarians* who responded may be more in the region of 20%. This is one of the largest surveys undertaken of the New Zealand library profession. Its results can be generalised to the broader population with some confidence (95% confidence level, +/-3%).

The survey was administered using a paid version of the online survey software, SurveyGizmo. An unexpected compatibility problem arose, where staff of Auckland Libraries and a few other organisations were unable to move beyond the first page of questions on the SurveyGizmo survey. As a result, there were many incomplete responses which only answered the first page of questions, as individuals tried more than once to complete the survey. These incomplete answers were removed from the data analysis. The researcher is very grateful to the people who took the time to report the problem, and to help work through it. An alternative version was created using GoogleDocs to address this problem. Of the 869 usable responses, 845 were submitted via SurveyGizmo, and 24 via the GoogleDocs version of the survey. These were copied into SurveyGizmo to create a single data file prior to analysis.

The survey opened on 4 June 2012 and closed on 20 June. An invitation to participate was sent to all members of LIANZA using the members email list, and the invitation, follow-up reminders and explanation about the GoogleDocs alternative version of the survey were also posted on a range of New Zealand library email discussion lists (NZ-libs, School Libraries list, PubSIG, Slis-nz, Catsig, APLM), with a request that it be passed on to anyone else who might be interested. Messages were posted to lists by Lynley Stone, Maree Kibblewhite and Helen Hennessey. 40% of usable responses were submitted on the first day of the survey.

¹ These figures are used as a rough guide only, due to their date - Source: Statistics New Zealand (2005). *Employment in the Cultural Sector*. Wellington, New Zealand: Author.

This report

This report contains a summary of the data collected and is designed to be rich in detail. As a result, it is lengthy. Its potential use will vary for different people and groups. In most sections results have been discussed as a whole, and then broken by sector (public, school, tertiary, special, National and Other). Small numbers of responses from National Library staff and people who identified themselves as 'Other' have meant that the data from these groups is not generalisable, but the results from the other sectors reveal useful trends. A full discussion of responses is included in Section 1.

The results have been described and lightly analysed in a range of ways. Partly this approach is to allow for different uses, but this is also a conscious decision to make the information accessible to people who have different reading styles, acknowledging that some prefer graphs, some tables and some a textual discussion of the data.

The free-text comments that were gathered are, as noted above, extensive. In many places they provide context and insights into the quantitative data; in other places they form a valuable knowledge-bank, particularly in the final section where respondents shared their advice for people wanting to further their careers in libraries.

All opinions have been represented, which means that in places contradictory points are listed side by side.

Throughout, protecting the anonymity of individuals who responded has been a paramount concern. At one point it is possible to see that a group of answers were probably from staff of Auckland Libraries, and no sub-analysis was done of the people who gave their sector as 'Other' as it may have been possible to identify some individuals from the content of their answers. Participants were invited to email comments to the final section of the survey, which consisted of a series of free-text questions, if they wished to take more time to consider their answers. 12 people submitted responses this way. As emailed comments could not be anonymous, these respondents were assured confidentiality.

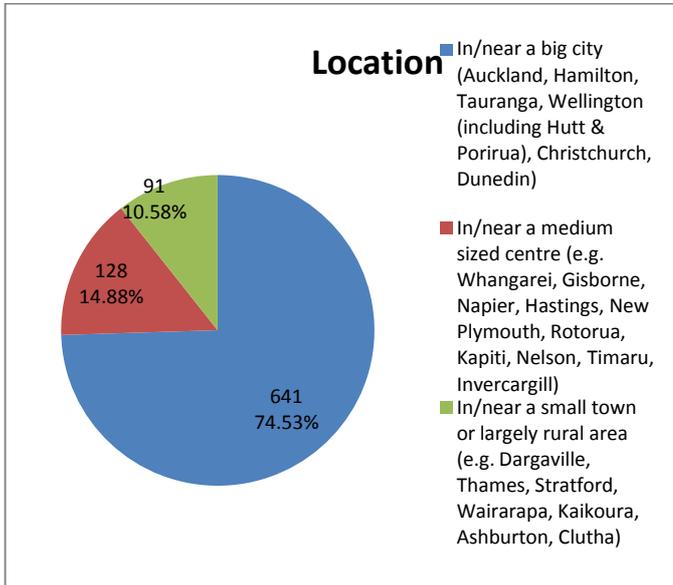
Invitation to Readers

There are many other ways the data could be analysed, combining the answers to different questions, and readers of this report are invited to identify further analyses that they would find useful for specific purposes.

1 Location and Sector

This section discusses the respondents to the survey. It establishes a context for the findings of the survey, but also provides some insights into the library profession in New Zealand.

1.1 Location of respondents

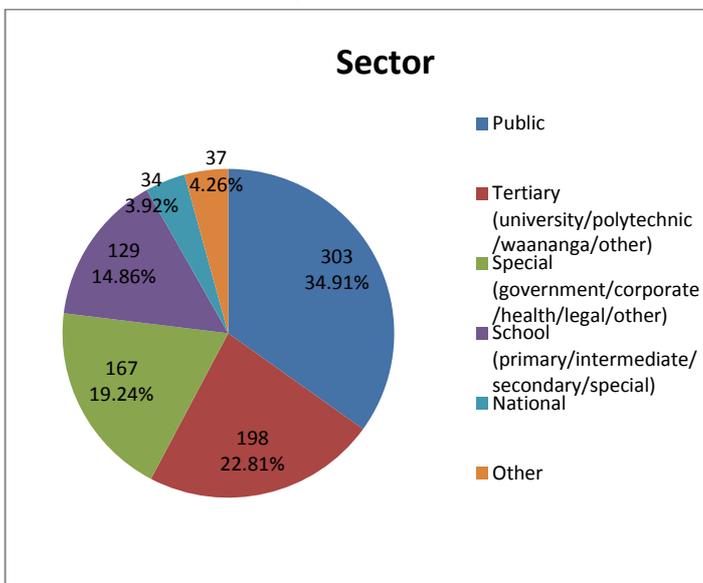


Location	Total	%
In/near a big city	641	73.76
In/near a medium sized centre	128	14.73
In/near a small town or largely rural area	91	10.47
TOTAL	860	

Almost all respondents gave their location. Three quarters (74.53%, n=641) work in or near a large city. 14.88% (n=128) work in or near a medium sized centre and 10.58% (n=91) in or near a small town or largely rural area.

These figures are broken down more by sector in 1.2.1 below.

1.2 Sector of respondents



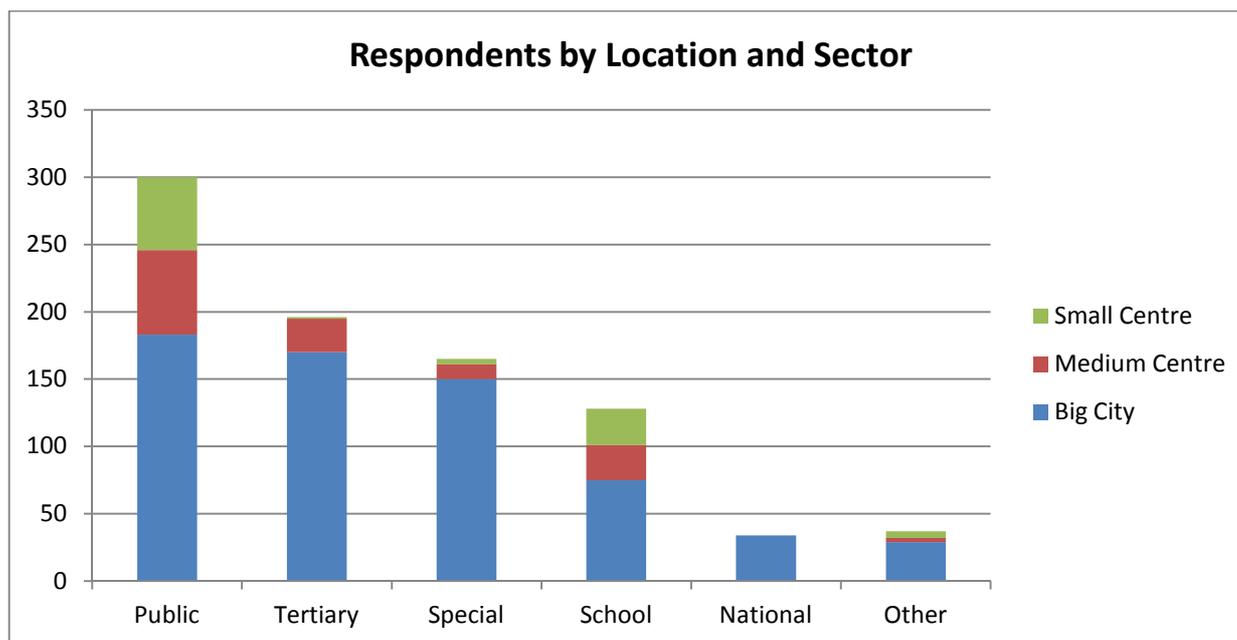
Sector	Total	%
Public	303	34.91
Tertiary	198	22.81
Special	167	19.24
School	129	14.86
National	34	3.92
Other	37	4.26
TOTAL	868	

A third of respondents are from the public library sector (34.91%, n=303). All other sectors are well represented apart from the National Library sector, where the small number of respondents (n=34) may not be representative of all employees in that organisation.

Of those who replied “Other” three reported working part-time in both a school and a public library, and two work for a combined school/public library. Nine reported working in specialist libraries such as Parliamentary and medical, which other respondents reported as Special. Four work for library supply organisations. Three work as library consultants or educators. Seven respondents work with records, data, and in museum roles. Three reported currently working outside the library industry, and four are unemployed and seeking work. Two are taking time out for family reasons. In the analysis of subsequent sections, responses from this group are either aggregated in overall figures, excluded from sector-specific analysis, or included but cannot be generalised from.

1.2.1 Location by sector

860 respondents provided both sector and location information. The largest group of respondents are from public libraries in the big cities (21.28%, n=183) followed closely by tertiary (19.77%, n=170) and special libraries (17.44%, n=150). Public libraries and school libraries from medium and small centres are also well represented.



Sector	City	%	Medium	%	Small	%
Public	183	21.28	63	7.33	54	6.28
Tertiary (university/polytechnic/waananga/other)	170	19.77	25	2.91	1	0.12
Special (government/corporate/health/legal/other)	150	17.44	11	1.28	4	0.47
School (primary/intermediate/secondary/special)	75	8.72	26	3.02	27	3.14
National	34	3.95	0	0.00	0	0.00
Other	29	3.37	3	0.35	5	0.58
TOTAL	641	74.53	128	14.88	91	10.58

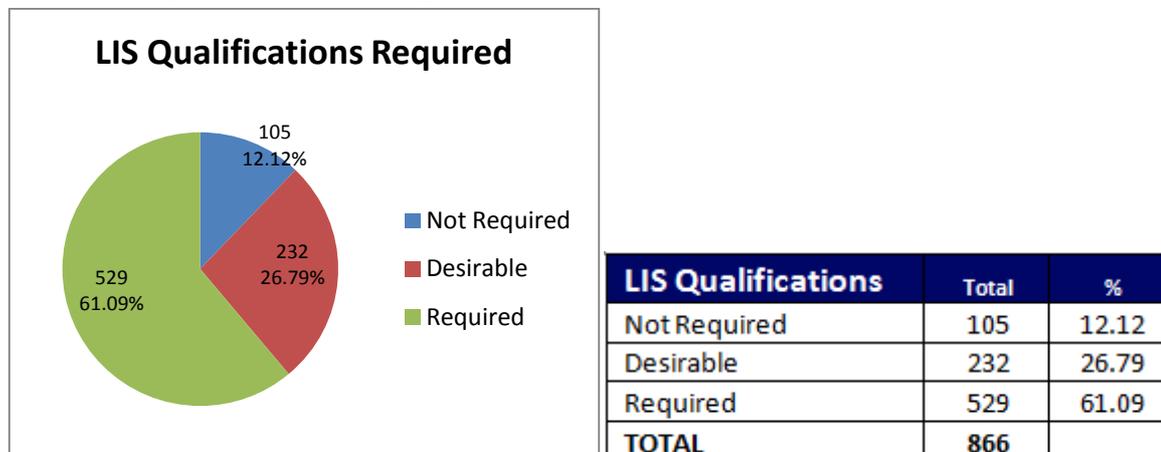
Not surprisingly, respondents from the National (100%), special and tertiary library sectors are more likely to be located in or near a big city, while school and public libraries are more widely spread across different sized locations.

2 LIS and Non-LIS Qualifications

This section explores the requirements within jobs – how many require or desire library/information studies and other qualifications.

Note: Library/information studies is shortened to LIS in this discussion.

2.1 LIS qualifications required



The majority (61.09%, n=529) of respondents work in a role which requires qualifications in LIS. This means that the survey is not necessarily representative of the whole population of people working in libraries, as it is more likely that a qualified librarian would become aware of this survey and be interested in completing it than would somebody who is in a junior role.

Interestingly, more than a quarter of respondents (26.79%, n=232) reported that their role does not require a LIS qualification, but it is considered desirable. Further analysis of this was undertaken, by examining these responses by sector.

2.1.1 LIS qualifications are required, by sector

Sector	Total	Required	%
Tertiary	198	149	75.25
Special	167	123	73.65
National	34	22	64.71
Public	303	180	59.41
School	129	35	27.13
TOTAL	831	509	

Around three quarters of the respondents from tertiary (75.25%, n=149) and special (73.65%, n=123) library sectors work in jobs that require a LIS qualification.

Two thirds of National Library respondents (64.71%, n=22) and more than half of public library respondents (59.41%, n=180) are in such roles.

Just over a quarter of school library respondents (27.13%, n=35) are in roles that require LIS qualifications. Of these, all but two indicated in their answers that they are either library manager or doing a senior role.

2.1.2 LIS qualifications are desirable but not required, by sector

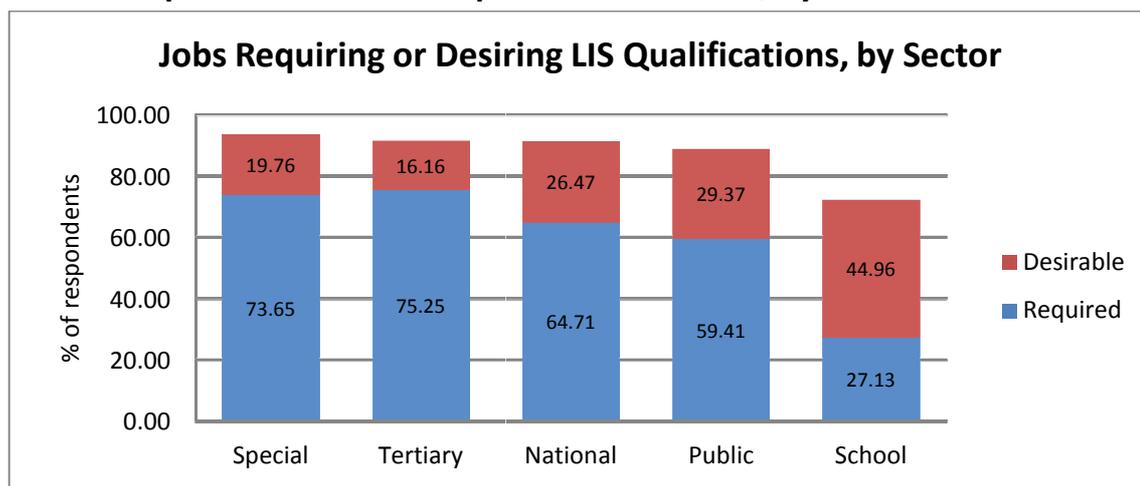
The roles where LIS qualifications are desirable but not required ranged from library assistant through to management positions. Specialist library positions are frequently named, such as Children's and Teens Librarian, and Cataloguer. There are some specialist roles amongst these, e.g. Archivist.

Sector	Total	Desirable	%
School	129	58	44.96
Public	303	89	29.37
National	34	9	26.47
Special	167	33	19.76
Tertiary	198	32	16.16
TOTAL	831	221	

A closer analysis shows that almost half (44.96%, n=58) of school librarians who responded to the survey are in roles which state that a LIS qualification is desirable but not required. This lends weight to the concern expressed by SLANZA about deprofessionalisation, recruitment and status in school libraries.

Almost a third of public library respondents (29.37%, n=89) are in roles that would find a LIS qualification desirable but it is not required, and more than a quarter of National Library respondents (26.47%, n=9). The proportion is also surprisingly high in special and tertiary sectors.

2.1.3 LIS qualifications are required or desirable, by sector



Sector	Total	Required	Desirable	%
Special	167	123	33	93.41
Tertiary	198	149	32	91.41
National	34	22	9	91.18
Public	303	180	89	88.78
School	129	35	58	72.09
TOTAL	831	509	221	

However, when combined, the picture is very clear – in all sectors, having some form of LIS qualification is required or desirable for the majority of positions held by people who responded to this survey. As noted above, there would, of course, be a bias towards qualified people/people in more senior roles answering this survey.

2.1.4 LIS qualifications not required, by sector

Sector	Total	Not Req'd	%
School	129	36	27.91
Public	303	33	10.89
Tertiary	198	17	8.59
Special	167	10	5.99
National	34	2	5.88
TOTAL	831	98	

A smaller number of respondents who replied to this question and who also gave their sector (11.79%, n=98) work in roles which require no LIS qualifications. A preliminary analysis of job title and content revealed, as would be expected, in all sectors the vast majority of these fell into two groups: library assistants, and specialist roles.

However, more than a quarter of all school library staff who responded to this group of questions (27.91%, n=36) are in jobs that do not require LIS qualifications. Of these, around half described their role as sole charge or library manager.

2.2 Are LIS qualifications essential for LIS professionals, by sector

This question asked “In your opinion, how important is it that people in professional librarian roles in your sector hold a completed (or almost completed) library/information studies qualification?” It set out to explore the attitude towards the usefulness of professional qualifications.

Sector	Essential	%	Important in most	%	Important in some	%	Not really important	%	Not at all important	%
National	7	17.95	19	48.72	7	17.95	0	0.00	6	15.38
Public	75	25.25	118	39.73	88	29.63	16	5.39	0	0.00
School	38	29.46	47	36.43	39	30.23	4	3.10	1	0.78
Special	70	37.84	75	40.54	38	20.54	2	1.08	0	0.00
Tertiary	63	32.47	73	37.63	48	24.74	5	2.58	5	2.58
TOTAL	253		332		220		27		12	

This table breaks responses down by sector.

The National Library respondents were the most likely to recognise that there were some roles which did not require LIS qualifications, with 48.72% (n=19) of respondents saying LIS qualifications were important in most roles. This sector had the highest percentage of respondents who thought that LIS qualifications were not at all important (15.38%, n=6).

Public, school and tertiary library sectors were quite similar in their responses, with between a quarter in public library and a third in tertiary libraries considering them essential. Special library respondents placed more emphasis on LIS qualifications.

Sector	Essential	%	Important in most	%	Important in some	%	Not really important	%	Not at all important	%
National	7	100.00	19	84.21	7	85.71	0	0.00	6	83.33
Public	75	97.33	118	93.22	88	84.09	16	25.00	0	0.00
School	38	81.58	47	95.74	39	69.23	4	75.00	1	0.00
Special	70	98.57	75	94.67	38	94.74	2	50.00	0	0.00
Tertiary	63	93.65	73	94.52	48	91.67	5	100.00	5	60.00
TOTAL	253		332		220		27		12	

This table examines whether the level of qualification of respondents made a difference to how they replied. The numbers in the percentage column here are the percentage of respondents who themselves hold a LIS qualification.

Amongst the 39 school library respondents who thought that LIS qualifications were important in some professional level library jobs, 27 themselves held a qualification and 12 did not. Amongst the 16 public library respondents who felt LIS qualifications were not really important in professional library roles, 4 had qualifications themselves and 11 did not.

This suggests that people who have gained qualifications themselves may perceive their value more than some people who have not themselves qualified.

2.3 LIS qualifications: Free-text comments

348 people (40.09%) made comments, many extensive. The table below indicates the spread of comments by sector.

Sector	Number	% of total respondents from sector
Public	108	35.64
Tertiary	78	39.39
Special	59	35.33
School	69	53.49
National	15	44.12
Other	19	51.35
TOTAL	348	40.09

The majority of the comments in this section recognised the tensions that are inherent in qualifications. Issues that were raised included that qualifications are not practical enough, but also that a qualification does not make you a good librarian, you need other attributes as well: experience and attitude is more important/as important/all you need. Some respondents felt that qualifications are not needed in all positions that require them, and that some positions need non-LIS qualifications more than LIS ones.

2.3.1 Key themes (Summary)

- All librarians need a qualification
- The qualification does not need to be in LIS
- Qualifications need to be current/some people need to upgrade
- Qualifications alone do not make you a good librarian
- Employer attitude is important
- School librarians need qualifications

2.3.2 Key themes, illustrated with quotes

All librarians need a qualification

- To be taken seriously as professionals/a profession
 - To support better pay levels
 - To gain respect/status within the wider organisation (school/special)
- Give a context/broad base/theoretical understanding
 - That you can relate your practical experience to
 - That informs your decision making



- Helps you understand how your role/organisation fits with the big picture
- Teaches you to learn, do research, communicate effectively, work hard
- Understand standards that are necessary in a highly connected world
- Allows you to work in other countries
- Fewer low level jobs, so fewer staff – more useful if they are qualified (special)
- If you want a career rather than a job

“have witnessed some uninformed debate regarding basic principles e.g. censorship which show a lack of understanding regarding professional policy from team members with non library qualifications in professional library roles.”

“I think it is essential to understanding the “beast” which is a library. Libraries are very unique when compared to other organisations in many ways.”

“Primarily, LIS studies invest you in libraries as a career, not just a “fun job with books”. Studying teaches you the philosophies behind library service, which is essential if you are in a position to make important decisions. Even on an everyday level, my service philosophy informs every interaction I have with a student/customer. I find that people without LIS qualifications tend to be less dedicated to the future of libraries, and treat it like any other job. I am aware that there are plenty of wonderful people with no library qualifications, but their perspectives on service tend to be very different from my colleagues who have taken the time to study. We tend to think in the long-term, rather than see the job as a series of tasks to be completed.”

The qualification does not need to be LIS

- There are other specialist roles in libraries
 - IT, marketing, teaching, website design, events management, training, administration, etc
- Some other qualifications are just as useful/more useful
 - Social work, management, IT, teaching
- You can learn relevant skills such as research through other degree study

Qualifications need to be current/some people need to upgrade

- Older qualifications not always sufficiently high level
 - RLIANZA means that whole degrees are now required in some workplaces
- Older qualifications mean out of date knowledge
 - Digital technologies date quickly
- Upgrading to qualifications can be in another subject
 - NZLSCert/PGDip and experience plus a degree in another subject is a good combination
 - Law or policy

Qualifications alone do not make you a good librarian

- Attitude is essential
- A range of work experience before/while studying makes a big difference
 - A graduate without experience is not useful
 - Graduates have unrealistic expectations
 - Getting a qualification is no guarantee of a higher position
- Experience/learning on the job is essential

“Hire for passion and commitment first, experience second, credentials third.”

“The quality of graduates is not as good as it should be.”

Employer attitude is important

- Some don't value qualifications

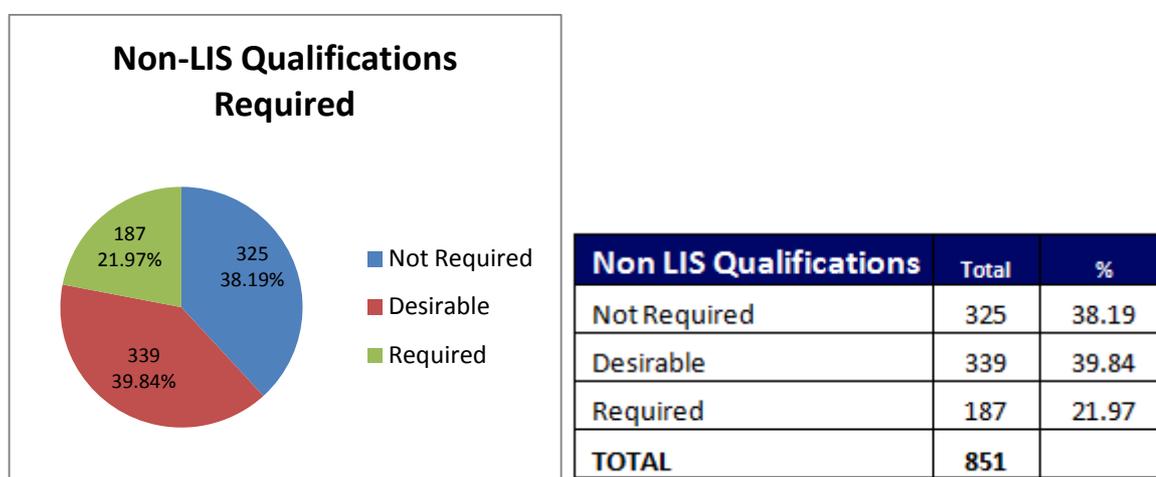
- Getting a qualification is no guarantee of a higher position
- Employer support for training is important (time/money)

School Librarians need qualifications

- The job is becoming increasingly complex
- There are many sole charge positions which lack the opportunity to learn from others
- Lack of status for library staff within schools.
- Barriers:
 - little or no financial support from employers for studying
 - no reward for completing a qualification
 - little recognition that it is required when recruiting (more important in secondary school libraries than primary schools).
- Unless the school librarian intends to move on to a career in larger schools or other, better paying library sectors, the time and financial costs of qualifying can be prohibitive.

2.4 Non-LIS qualifications required

This question sought to establish the level of requirement for other qualifications.



Nearly two thirds of respondents who answered this question work in roles which either require (21.97%, n=187) other qualifications, or which would find them desirable (39.84%, n=339). This suggests that the majority of librarians would benefit from having other qualifications, either a generic level of diploma or degree (such as the traditional requirement that someone working in a university library holds at least a bachelors degree in any subject), or specific professional qualifications such as teaching, IT, management etc. It is possible that some respondents overlooked the desirability of a generic degree in their answer to this question, and that this could be under-reported.

2.4.1 Non-LIS qualifications are required, by sector

Sector	Total	Required	%
National	33	13	39.39
Tertiary	195	69	35.38
Special	165	41	24.85
Public	296	51	17.23
School	125	6	4.80
TOTAL	814	180	

814 of those who replied to this question gave their sector.

This shows that the National Library and tertiary libraries are the most likely sectors to require other qualifications, but that these are also important in the jobs of a quarter (24.85% n=41) of special library respondents and in some public library jobs (17.23%, n=51). Only a small proportion of school librarian roles (4.8%, n=6) require a non-LIS qualification.

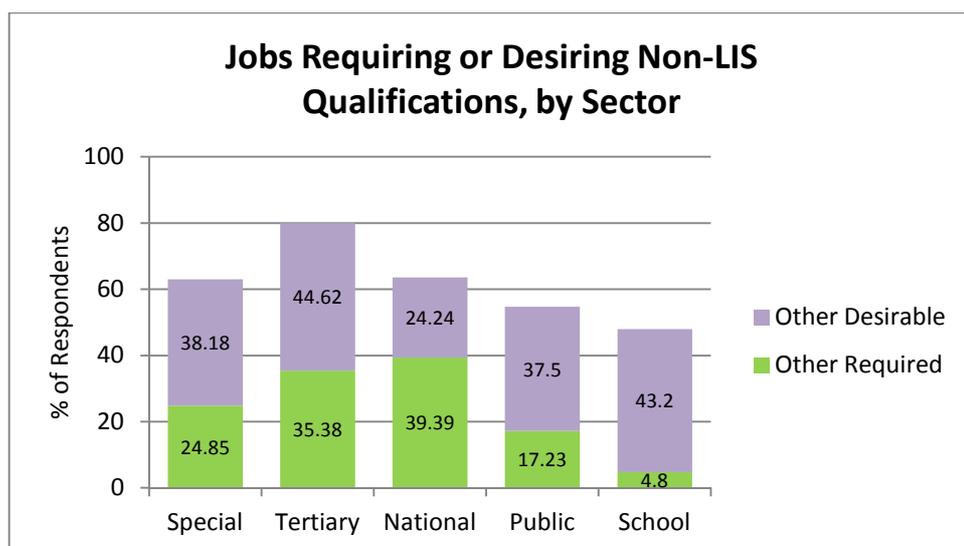
2.4.2 Non-LIS qualifications are desirable but not required, by sector

Sector	Total	Desirable	%
Tertiary	195	87	44.62
School	125	54	43.20
Special	165	63	38.18
Public	296	111	37.50
National	33	8	24.24
TOTAL	814	323	

Many job descriptions are written to allow flexibility to appoint the right person, and this may be behind the much higher level of “Desirable but not required” job descriptions. For example, it may be ideal for a librarian in a law library to have a legal qualification, but it would be impossible to fill all law library vacancies if people with other subject degrees were not considered for the jobs.

2.4.3 Non-LIS qualifications are required or desirable, by sector

When the figures for non-LIS qualifications being required and desirable are combined, a clear trend is evident. This sends a strong message to people wanting to develop their career in the different sectors.



Sector	Total	Required	Desirable	%
Tertiary	195	69	87	80.00
National	33	13	8	63.64
Special	165	41	63	63.03
Public	296	51	111	54.73
School	125	6	54	48.00
TOTAL	814	311	311	

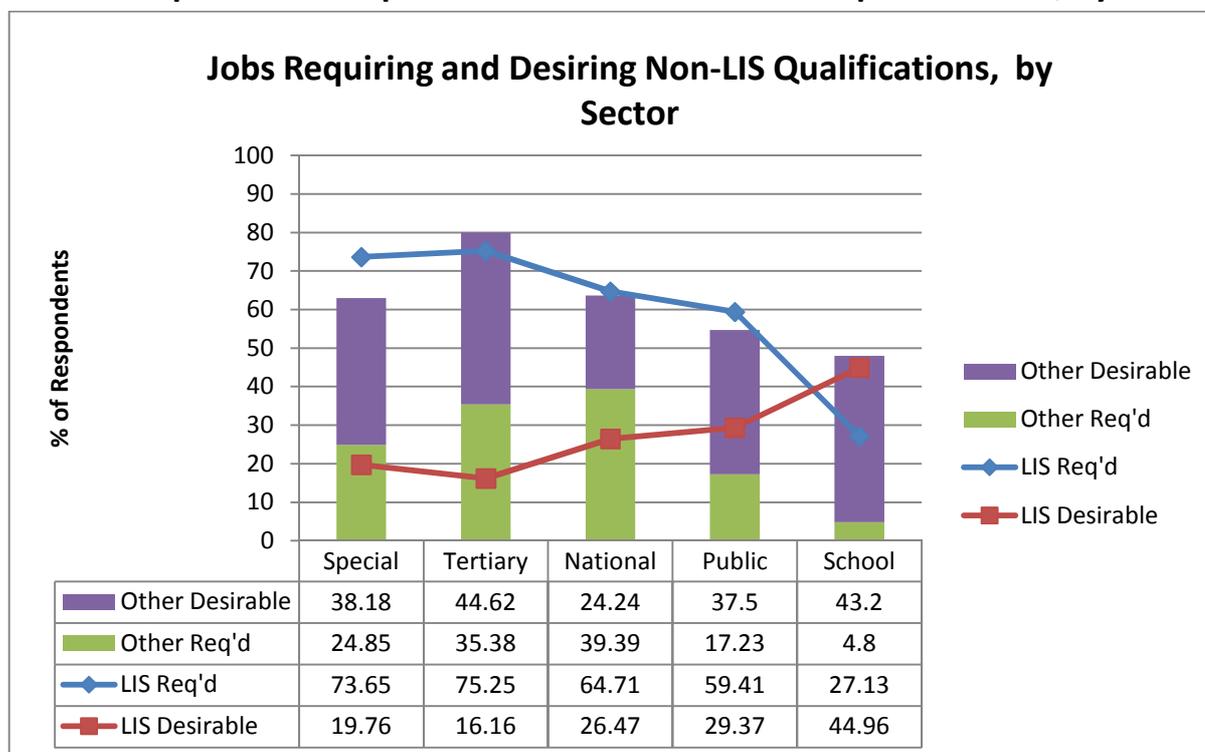
80% (n=156) of all respondents from the tertiary sector are in jobs that require or would find a non-LIS qualification desirable. Neatly two thirds of respondents employed by the National Library (63.64%, n=21) and working in the special library sector (63.03%, n=104) fall into this category, and around half of public (54.73%, n=162) and school library (48%, n=60) respondents.

2.4.4 Non-LIS qualifications not required, by sector

Sector	Total	Not Required	%
School	125	65	52.00
Public	296	134	45.27
Special	165	61	36.97
National	33	12	36.36
Tertiary	195	39	20.00
TOTAL	814	311	

It is a concern that more than half of school library respondents (52%, n=65) work in positions which do not, at least, pay lip service to a desirable candidate having a teaching background.

2.4.5 Comparison of requirement for LIS and Non-LIS qualifications, by sector



When the requirement and desirability for LIS and Non-LIS qualifications are combined, it can be seen that the public and school sector are less likely to require qualifications of any kind than the other sectors.

3 LIS Qualification Study Paths

This section examines the LIS qualifications held by respondents. It looks at where they gained their qualifications and explores the study paths that have been taken. It concludes with a free-text discussion about LIS qualifications.

Note: Qualifications are discussed using shortened forms of names and are intended to include equivalent levels of qualification. For example, NZLSCert should be read as including NZLACert. There is no intention here of overlooking or undervaluing a particular qualification.

3.1 LIS qualification held

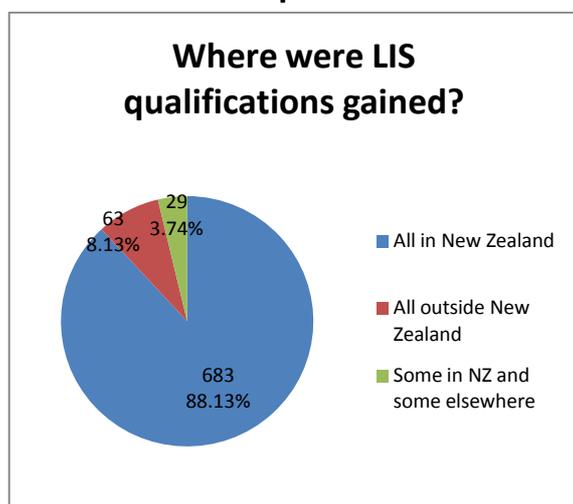


LIS Qualification	Total	%
Yes	784	90.22
No	85	9.78
TOTAL	869	

Most respondents to the survey hold some form of LIS qualification (90.22%, n=784).

Not all of these 869 people went on to answer the subsequent questions about library qualifications. Actual numbers of respondents for each question is indicated.

3.2 Where LIS qualifications were done



Location of Study	Total	%
All in New Zealand	683	88.13
All outside New Zealand	63	8.13
Some in NZ and some elsewhere	29	3.74
TOTAL	775	

Most respondents who have done some LIS study (88.13%, n=683) have done all their study in New Zealand. However, 11.87% of respondents who answered this question (n=92) have done some or all of their LIS study outside New Zealand, which underlines the importance for library employers to understand how the New Zealand qualifications compare with those earned in other countries.

3.3 Brief overview of New Zealand LIS qualifications²

New Zealand has offered formal library education since 1942 when an undergraduate qualification was started, and a postgraduate option was introduced in 1946. This section gives a very brief overview of the qualifications. Further details are provided under Section 3.7.

3.3.1 Undergraduate LIS study

The *NZLACert*, which became the *NZLSCert*, was a sub-degree course taught through a combination of distance education and residential block courses in Wellington at first by the New Zealand Library Association, then the New Zealand Library School, most recently at the Wellington College of Education. This course was last offered in 1997.

The Open Polytechnic of New Zealand took over responsibility for undergraduate library education in 1998. It offers *Level 5 Diplomas* (equivalent of first year of a university course), *Level 6 Diplomas* (equivalent of a second year university course), and *Bachelors Degree* options. It also offers specialist certificates (*Certificate in Cataloguing*, and *Certificate in Library Services for Children and Young People*).

Te Wananga o Raukawa offers *Heke Puna Maumahara (HPM)*, a one year Diploma, and *Poutuārongo Puna Maumahara (PPM)*, a Bachelors Degree in Maori Information Management.

LIANZA recognises the Bachelors Degrees as professional qualifications for Professional Registration.

3.3.2 Postgraduate LIS study

The Postgraduate Diploma in Librarianship (*DipLib* or *DipLibr*) was taught on campus in Wellington from 1946, initially by the National Library Service. It moved to Victoria University of Wellington (VUW) in 1979. A distance education option was introduced by VUW in 1994. It was taught until 1997, when it was replaced by the *MLIS* as the core postgraduate qualification.

In 2010, the *MLIS* was replaced by the *MIS*, and a new Postgraduate Diploma option was introduced. Students can enter the *MIS* directly if they already held an Honours degree or higher, but people who only hold a Bachelors Degree must enroll first in the *PGDip* and then transfer into the *MIS*. Students who do not wish to complete a research component can now exit the *MIS* programme with a *PGDip*. There is also a smaller *PGCert* available.

Between 2004-2009, Victoria University offered a Postgraduate Diploma in Archives and Records (*PGDipArcRec*). From 2010 onwards it was possible to complete a full *MIS* degree in Archives and Records Management, or to exit with a *PGCert* or *PGDip*.

Victoria University also offers a *MA* and *PhD*. Several respondents commented that they have done masters qualifications in related subjects.

LIANZA recognises the Masters Degree as a professional qualification for professional registration.

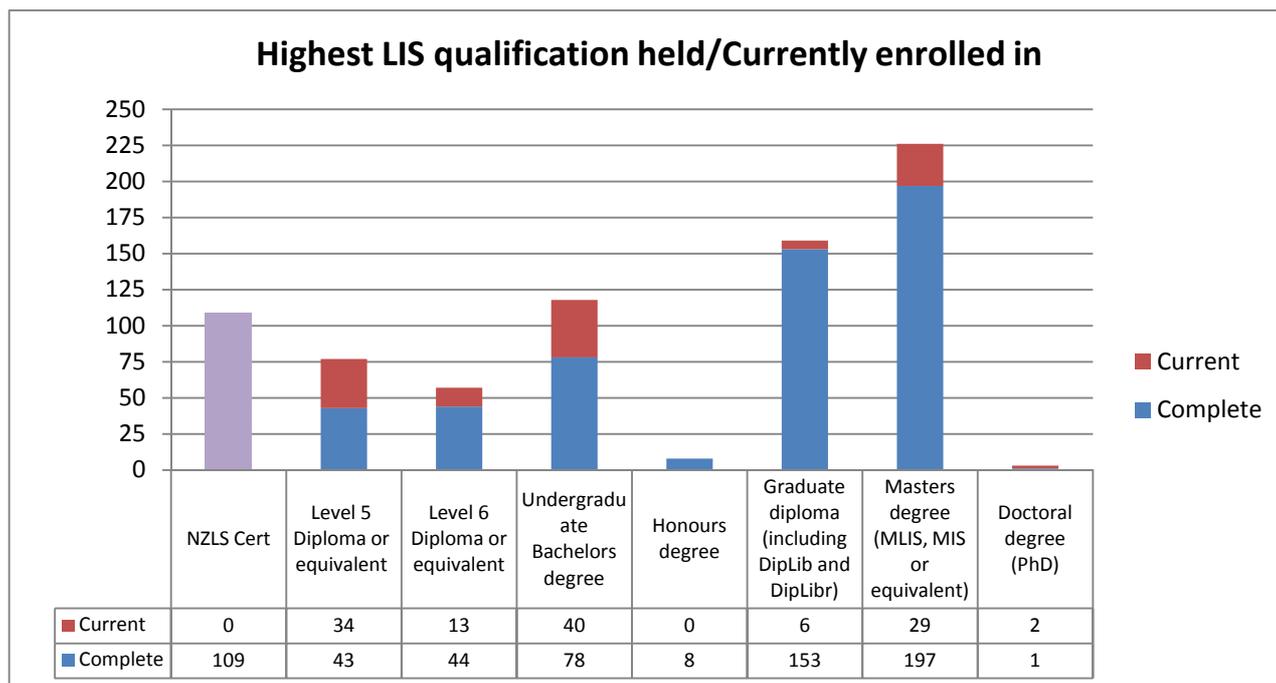
Many holders of sub-degree LIS qualifications were admitted to RLIANZA under transition arrangements when the scheme was first introduced, in a time-limited offer. This allowed holders of the *NZLSCert* and *DipLibr* (and equivalents) to gain Professional registration based on qualifications and experience.

3.4 Highest LIS qualification gained or currently enrolled in

757 respondents gave details of the LIS qualifications they have completed or are currently enrolled in.

² Sources: Personal communication with Brenda Chawner and Amanda Cossham; Websites of LIANZA, The Open Polytechnic of New Zealand, Te Wananga o Raukawa and Victoria University of Wellington; Fields, A., Smith, A.G., Mangan, H. & Butts, D. (2007). Education. In R. Young & A. Fields (Eds.) *Informing New Zealand: Libraries, archives and records* (5th ed). Lower Hutt, New Zealand: The Open Polytechnic of New Zealand.

Of those who answered the question about their level of library qualifications and current enrolment status, 91.25% (n=705) hold at least one completed LIS qualification and 8.68% (n=67) are currently enrolled in their first LIS qualification.



Note: NZLS Certificate is located to the left of the graph because it is no longer offered, not as a reflection of its academic level in relation to the Level 5 Diploma.

Highest reported LIS qualification held/currently enrolled in	Complete	Current	Total	%
Masters Degree (MLIS, MIS or equivalent)	197	29	226	29.85
Postgraduate Diploma (including DipLib and DipLibr)	153	6	159	21.00
Undergraduate Bachelors Degree	78	40	118	15.59
NZLS Cert	109	0	109	14.40
Level 5 Diploma or equivalent	43	34	77	10.17
Level 6 Diploma or equivalent	44	13	57	7.53
Honours Degree	8	0	8	1.06
Doctoral Degree (PhD)	1	2	3	0.40
TOTAL	633	124	757	

This table shows the relative proportions of qualifications at different levels amongst respondents. This shows that the Masters level qualification is the most highly represented, and combined with the Postgraduate Diploma accounts for 50.85% of respondents (n=385). There is a strong contingent currently working towards Level 5, Level 6 and Bachelors Degrees at undergraduate level.

The old qualifications of NZLS Certificate and Postgraduate Diploma in Librarianship are strongly represented.

Data about qualification levels always contains a few errors of reporting or interpretation. It is possible that some individual respondents have reported holding a subject degree or diploma rather than a LIS qualification. It is clear that

some have reported that they are working towards more than one qualification which is stair-cased , e.g. being currently enrolled in both a Level 5 Diploma and Bachelors Degree. While technically correct, in the data analysis, this was counted under Level 5, not under Bachelors Degree.

Three respondents made comments that there was a fault with the survey software, and they were unable to deselect a qualification that they had ticked in error. The responses of these three individuals were modified to reflect their intended answers before data analysis was undertaken, but it is probable that other respondents struck the same problem and did not comment on it. It is not known whether this problem occurred in the SurveyGizmo or GoogleDocs version of the survey.

3.5 Study paths

This section groups the respondents according to the highest LIS qualification that have completed or are currently studying towards. It then examines what other LIS qualifications these respondents hold, to give an indication of the study pathways followed by people.

3.5.1 LIS Masters Degree holders/Current students

LIS Masters Degree holders/students also hold	Total
Postgraduate Diploma (including DipLib and DipLibr)	19
Honours Degree	15
Undergraduate Bachelors Degree	34
Level 6 Diploma or equivalent	1
Level 5 Diploma or equivalent	3
NZLS Cert	9

70.35% (n=159) of respondents who hold/are studying towards a Masters Degree in LIS (MLIS, MIS and equivalent) do not report holding any lower-level qualifications in LIS. Those who do hold other completed qualifications are listed in the table above.

Postgraduate Diploma holders may have completed their qualification prior to the introduction of the MLIS Degree in 1997 at Victoria University of Wellington, and subsequently added the few additional papers required to upgrade to the Masters Degree. They may have done this for a range of reasons (e.g. to meet the non-transitional requirements of LIANZA Professional Registration). Alternatively, they may have enrolled in the Postgraduate Diploma when it was reintroduced by Victoria University of Wellington in 2010, and subsequently moved on to the full Masters Degree (this is now a standard study path for students who enter postgraduate study with only a Bachelors Degree). They may have completed a PGDipArcRec through Victoria University between 2004-2009, or they may have gained this qualification elsewhere, or in a related field.

An Honours Degree in LIS has never been offered in New Zealand library education, but it is a qualification offered in some other countries. Four of the eight respondents who reported that this was their highest LIS qualification reported studying outside New Zealand. Given the relatively large number of responses to this, it is possible that some respondents misinterpreted this question and reported subject Honours degrees rather than LIS degrees. Two people said that they had ticked this box in error, and their responses were removed from this count.

The same can be said for Undergraduate Bachelors Degrees, as there has been a very low number of people who have graduated with a Bachelors Degree in LIS who have then gone on to do a Masters Degree in LIS in New Zealand (the courses are not designed to build on one another). In total, 68 people who hold or are studying towards a Masters



Degree or Postgraduate Diploma reported that they hold a Bachelors Degree in LIS, which seems very high, considering that most reported that they did all their LIS study in New Zealand.

A very small number of people have done some undergraduate study at Level 5 or 6 before moving into the Masters qualifications. This most often happens when an individual already has a completed subject degree and embarks on a second undergraduate course, then chooses to move to a postgraduate level.

Only nine respondents out of 226 Masters graduates and students also hold the NZLS Certificate, which suggests that there has been little perceived demand for higher level qualifications amongst those who qualified prior to 1998.

3.5.2 LIS Postgraduate Diploma holders/Current students

Postgraduate Diploma holders/students also hold	Total
Honours degree	9
Undergraduate Bachelors degree	34
Level 6 Diploma or equivalent	7
Level 5 Diploma or equivalent	6
NZLS Cert	13

153 respondents reported that the Postgraduate Diploma was their highest LIS qualification. See the previous discussion for possible inflation of Honours and Undergraduate Degree numbers.

There may have been some confusion between an Undergraduate and Postgraduate Diploma, with several students indicating that they were enrolled in level 5 or 6 Diplomas and also saying they were enrolled in the Postgraduate Diploma. It is the experience of the researcher, having worked in LIS education at both undergraduate and postgraduate levels, that this distinction is widely misunderstood by students and employers.

3.5.3 LIS Bachelors Degree holders/Current students

Bachelors Degree holders/students also hold	Total
Level 6 Diploma or equivalent	43
Level 5 Diploma or equivalent	50
NZLS Cert	38

78 respondents reported that the Bachelors Degree in LIS is their highest LIS qualification. Since the introduction of LIANZA Professional Registration this has become the base-level qualification for registration. There is a clear path of progression from Level 5 to Level 6 to Bachelors Degree. A higher number of NZLS Certificate holders have subsequently completed a full Bachelor Degree in LIS than have pursued a postgraduate qualification.

3.5.4 LIS Level 6 and Level 5 Diploma holders/Current students

Level 6 Diploma holders/students also hold	Total
Level 5 Diploma or equivalent	26
NZLS Cert	10

Level 5 Diploma holders/students also hold	Total
NZLS Cert	9

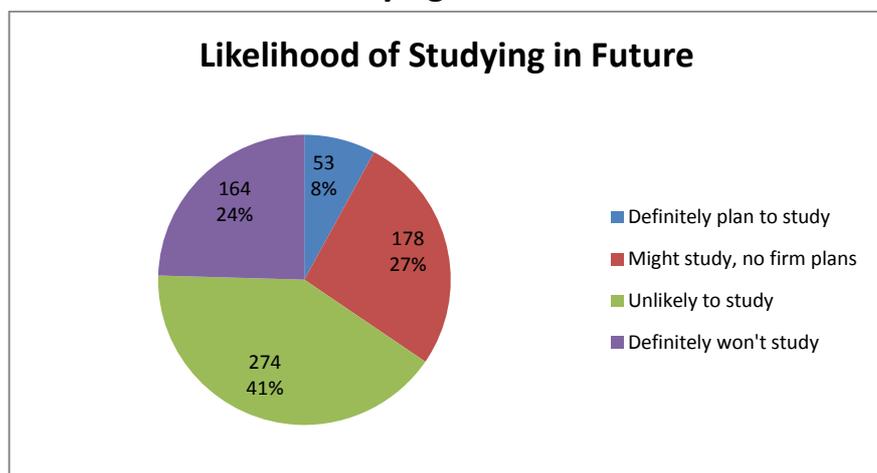
3.5.5 Other LIS qualifications

In addition, 65 respondents report that they are holders of a specialist undergraduate certificate, such as those offered by The Open Polytechnic of New Zealand. These are qualifications which can be gained as part of an undergraduate qualification, or as a separate specialist qualification.

Highest LIS Quals of Specialist Certificate holders /students	Total
Masters degree (MLIS, MIS or equivalent)	4
Graduate diploma (including DipLib and DipLibr)	4
Honours degree	0
Undergraduate Bachelors degree	25
Level 6 Diploma or equivalent	10
Level 5 Diploma or equivalent	13
NZLS Cert	9
TOTAL	65

This table shows the breakdown of the holders of these certificates in relation to the highest overall LIS qualification held or currently enrolled in.

3.6 Likelihood of studying in the future



Future plans to study	Total	%
Definitely plan to study	53	7.92
Might study, no firm plans	178	26.61
Unlikely to study	274	40.96
Definitely won't study	164	24.51
TOTAL	669	

Of the 669 people who answered this question, most had no plans to study and a quarter (24.51%, n=164) were definite that this would not happen.

3.6.1 Likelihood of studying in the future, by current highest qualification

Future plans to study	Grad		UG		NZLS	
	Masters	Dip	Degree	Level 6	Level 5	Cert
Definitely plan to study	4	7	19	7	10	3
Might study, no firm plans	33	33	16	11	27	24
Unlikely to study	62	67	29	16	10	48
Definitely won't study	48	33	14	6	6	30

This table breaks down responses according to the highest current qualification or enrolment level.

Not everybody who answered the question about whether they might study in the future had indicated what qualifications they currently held or were studying towards. Of the 563 that did, it would seem that mostly it is people who are currently enrolled in study who plan to study in the future (i.e. complete their qualification). More people who hold a Level 5 Diploma think they might study than holders of Level 6 Diplomas or Bachelors Degrees, recognising that a Level 5 Diploma is only an introductory qualification.

This indicates potential to promote higher degrees (MA and PhD), as 66 respondents who hold the Graduate Diploma or Masters Degrees said they might study more in the future.

3.7 Upgrading qualifications: Free-text comments

234 (26.96%) respondents included comments around upgrading qualifications, most of which give insights into motivation and experience over time. Of these, 9 commented that they had been unable to edit incorrect responses (a fault in the survey software), and 3 made specific comments explaining the level of qualifications gained in other countries, so there were 222 comments specifically on this topic.

Sector	Number	% of total respondents from sector
Public	88	29.04
Tertiary	44	22.22
Special	50	29.94
School	29	22.48
National	10	29.41
Other	13	35.14
TOTAL	234	26.96

The discussion of these responses will explore reasons why people upgrades/enrolled in each type/level of qualification. No comments were received relating to upgrading to a PhD. The discussion focuses on the New Zealand qualifications at each level, but it is recognised that there are a range of international equivalents too.

Certificates of Proficiency (COPs)

These are single papers done outside of the structure of an academic qualification. They may be at undergraduate or postgraduate level. Most were done through The Open Polytechnic of New Zealand or Victoria University of Wellington, but other New Zealand and overseas providers were also mentioned.

Reasons these have been pursued include (listed in order of frequency of mention):

- Continuing professional development/useful for job/professional registration process
- To update skills for holders of older qualifications (e.g. NZLSCert)
- Required for specific jobs (law libraries paper from VUW was mentioned 3 times)
- To gain skills in specific area (e.g. records management, cataloguing)
- Refresher after being away from library work for some time
- Own interest, not job related
- To try out study

Some specific subject were named (listed in order of frequency of mention):

- Law
- Children's literature/services
- Leadership
- Service quality
- Adult teaching
- Business information research

Continuing education through tertiary institutions in general and professional associations was mentioned, although not as leading to formal qualifications.

Specialist Certificates & Diplomas

These are groups of papers that form a recognised qualification. Some can be done as part of a wider qualification, or by adding on a few extra papers e.g. The Open Polytechnic of New Zealand offers a *Certificate in Cataloguing*, and a *Certificate in Library Services for Children and Young People*. Many tertiary institutions offer relevant related qualifications. These are available at both undergraduate and postgraduate levels. The level of expert skill these give was valued by many respondents.

Reasons these have been pursued include (listed in order of frequency of mention):

- Work requires specialist skills/continuing professional development
- Update and supplement NZLSCert
- Do a specialist qualification rather than a general degree
- Teachers respect people with relevant qualifications (schools sector)

Some specific subjects were named (listed in order of frequency of mention):

- Working with children and children's literature
- Management/business/executive management (many through NZIM)
- Cataloguing
- Adult teaching
- Strategic communication
- Human resources
- Information systems and software engineering

Level 5 Diploma

This is the first year of the Open Polytechnic of New Zealand undergraduate degree. Only a small number of people discussed upgrading to the Level 5 Diploma.

Reasons this has been done include (listed in order of frequency of mention):

- To build on a NZLSCert as an older qualification, and make skills current
- Took advantage of ability to cross-credit NZLSCert courses into the newer qualification
- Continuing professional development/useful for job
- Personal interest
- Received a scholarship to do it

Some comments were made about why respondents did not go further than this qualification. These included:

- Lack of employer funding
- No potential for advancement in the library
- RLIANZA not recognised in school sector, so no incentive to do degree
- Age/stage in career means higher qualifications are not needed
- Personal circumstances mean less time for study

Level 6 Diploma

As the Level 6 Diploma builds on the Level 5 Diploma at The Open Polytechnic of New Zealand, many respondents had made a conscious decision to upgrade their LIS qualification, and so there were many comments around this. There was a real sense of pride in many comments that skills at this level helped people serve their community better.

Reasons this has been done include (listed in order of frequency of mention):

- Continuing professional development/useful for job/wanting to do a good job
- Stepping stone to degree
- Required by current employer/required to get professional jobs
- Update NZLSCert
- Enjoyed studying so carried on
- Did before entering Library work when changing career
- To gain confidence
- Personal learning (not valued by employer)
- Want to work overseas
- Be in a stronger position if job is disestablished
- Work paid

"Seemed like a good idea to keep studying"

Some comments were made about upgrading to or beyond this qualification. These included:

- The workplace incentive to upgrade has disappeared
- Disappointment that this qualification is not recognised for LIANZA professional registration
- Regret not completing the degree

"Upgraded NZLSCert to Level 6 and stopped, thinking that was enough for the job, but it was disestablished. Should have completed the degree"

Bachelor in LIS

The Open Polytechnic Level 6 Diploma leads to a Bachelors Degree, and this is also a common option in other countries. As with the Level 6 Diploma, many respondents to this question mentioned that it was a logical progression to upgrade from Level 6. Again, there was a sense of pride in many comments, and also an acknowledgement that the full degree was required for some jobs. The full degree is required for LIANZA

Professional Registration. Many experienced librarians who hold the NZLSCert commented that they had undertaken the degree because their old qualification was out of date or at too low a level to get the professional/ managerial jobs they wanted.

Reasons this has been done include (listed in order of frequency of mention):

- Followed on logically from level 5 and 6 Diplomas
- Required by current employer/required to get professional jobs
- Upgrade from NZLSCert
- Continuing professional development/useful for job/wanting to do a good job
- Required to get more senior/management jobs
- Had taken time out and NZLSCert was out of date when returned to work in libraries
- Needed/wanted a New Zealand qualification
- Required to get LIANZA Professional Registration
- Wanted more money
- Lifetime goal to get a degree

Some comments were made about upgrading to this qualification. These included:

- The ability to do the Degree by distance allowed upgrading from NZLSCert
- The ability to cross-credit papers from other studies into the degree, and from NZLSCert, was appreciated
- Employer expectations change

“When I first started I felt it would be an asset to have a qualification. With recent restructuring, this is no longer useful nor looked at as an advantage.”

Diploma and Bachelor of Maori Information Management

Offered by Te Wananga o Raukawa at Otaki, these courses have small intakes and are highly specialised.

Reasons these have been pursued include:

Heke Puna Maumahara (HPM)

- Lay foundation for working in cultural sector
- Upskill and specialize
- Different perspectives on information management

Poutuārongo Puna Maumahara (PPM)

- Needed to develop knowledge of Mātauranga Māori

Postgraduate Diploma in LIS

The Postgraduate Diploma from Victoria University of Wellington was the base-level graduate qualification in New Zealand until the MLIS was introduced in 1997, was not offered for several years, then reintroduced in 2010 when the MLIS changed to MIS. Postgraduate Diplomas are also offered in other countries. Few people commented on upgrading to this qualification, mostly in the context of upgrading the NZLSCert which is understandable as, for most of the PGDip's history, it was the only other LIS qualification offered in New Zealand. After a transition period and with some exceptions, the PGDip is no longer recognised by LIANZA as a qualification that is eligible for Professional Registration.

Reasons people have upgraded to the PGDip include (listed in order of frequency of mention):

- Upgrade from NZLSCert
- Required by current employer/required to get professional jobs
- Required to get more senior/management jobs
- Wanted more money
- Continuing professional development/useful for job/wanting to do a good job

Masters degree in LIS

Introduced in 1997 at Victoria University of Wellington, the MLIS took over from the PGDip as the base-level graduate qualification for New Zealand. It became the MIS in 2010. It differs from the PGDip in that it includes a research component. MIS/MLIS degrees are widely offered overseas. Holders are recognised by LIANZA as eligible for Professional Registration.

Most people who upgraded their qualification did so from the NZLSCert or PGDip. Three respondents commented that they had travelled to another country to do their Masters Degree. There was less sense from the comments that these qualifications were being done to meet the requirements within an existing job or workplace.

Reasons this has been done include (listed in order of frequency of mention):

- To advance career/have more options /get professional or managerial jobs
- Upgrade from PGDip
- Was studying for PGDip when it changed to MLIS, so carried on.
- Update on NZLSCert
- Continuing professional development/update knowledge/keep current with knowledge
- Have most current qualifications/keep qualification level up
- Started studying Level 5 Diploma. Realised it was not adequate and changed to Masters degree
- Changing requirements in workplace
- To travel and work overseas
- Personal challenge/satisfaction/enjoy learning
- Work paid
- Wanted to do a research project
- Had time to upgrade

“Seemed a good idea at the time”

Some comments were made about upgrading to or beyond this qualification. These included:

- DipLibr no longer adequate
- NZLSCert no longer adequate. Tertiary/special sectors were mentioned
- Level 5 not adequate. Several people commented that they had begun with this then decided to do the higher degree. One was trying LIS study out. One expressed frustration that there was no ability to credit courses between qualifications.
- A better range of options was available to do the Masters overseas
- To be more attractive to employers

“At NLNZ, staff with or nearly completed MLIS is now considered a minimum requirement for a librarians role.”

Other Masters degrees

Victoria University School of Information Management offers two other masters degrees that were mentioned, the MA (a research-based masters) and Master of Information Management (MIM). As well as these, several masters degrees in related subjects were mentioned here. This overlaps with the “Other Qualifications” question but it is telling that they

are commented on here and clearly seen as directly upgrading and supplementing the LIS qualification. Most people who responded to this had a PGDip as their highest LIS qualification.

Other masters degrees that were named were:

- MA
- MIM
- Masters in Sociology
- MTech
- MSc in IT

4 RLIANZA

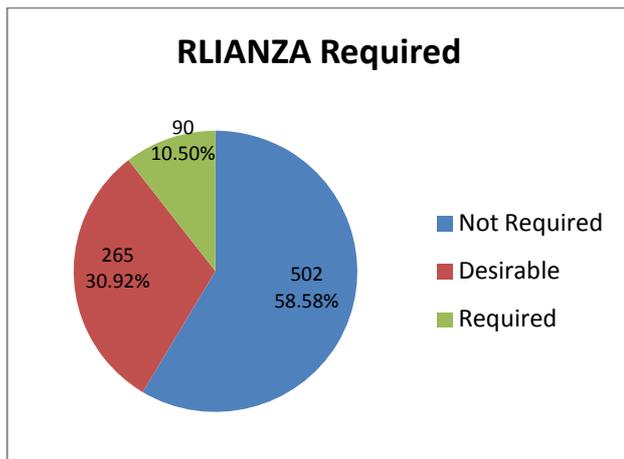
LIANZA introduced its Professional Registration scheme in 2007.

This section explores the level of requirement for LIANZA Professional Registration in the job descriptions of respondents, the current registration status of respondents, and their attitudes to Professional Registration.

Note: LIANZA Professional Registration is shortened to RLIANZA in this discussion.

4.1 LIANZA Professional Registration required

This section explores the level of requirement for LIANZA Professional Registration in the job descriptions of respondents.

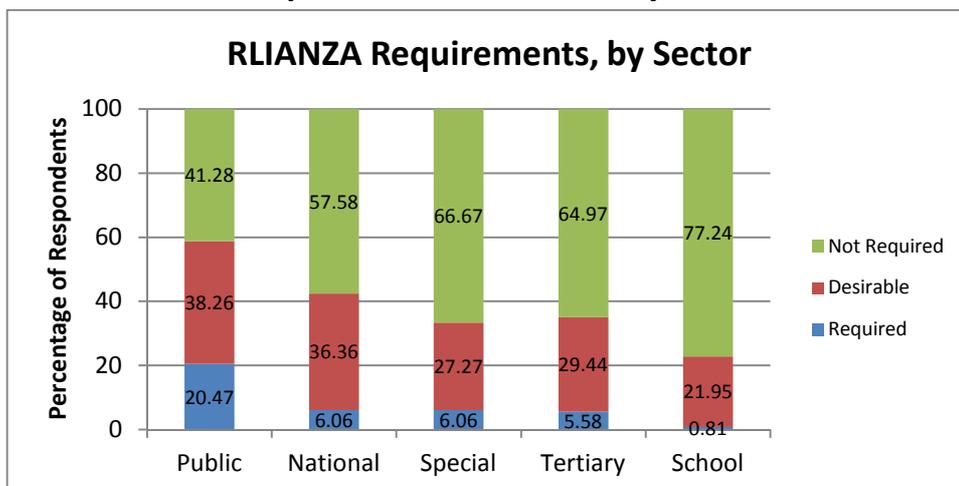


RLIANZA	Total	%
Not Required	502	58.58
Desirable	265	30.92
Required	90	10.50
TOTAL	857	

Of the 857 respondents who answered this question, 10.50% (n=90) work in roles which require them to hold LIANZA Professional Registration, and a further 30.92% (n=265) work in roles which state it is desirable but not required. Combined, this is 41.42% of respondents which suggests a reasonably high rate of recognition of the Registration process by library employers.

The following section breaks down these figures by sector.

4.1.1 RLIANZA requirements overview, by sector



The highest level of penetration of RLIANZA is in the public libraries sector, and the lowest in schools. This is analysed in more detail below.

4.1.2 RLIANZA required, by sector

Sector	Total	Req'd	%
Public	298	61	20.47
National	33	2	6.06
Special	165	10	6.06
Tertiary	197	11	5.58
School	123	1	0.81
TOTAL	816	85	

816 respondents gave an answer to both which sector they worked in and whether RLIANZA was required in their job. Not surprisingly given the requirement for RLIANZA in Auckland Libraries, which is the largest public library system in the country, 20.47% (n=61) of public library staff who responded said that their role requires RLIANZA. The level of requirement across National (6.06%, n=2), special (6.06%, n=10), and tertiary (5.58%, n=11) sectors was low, and only one respondent from a school (0.81%) reported that RLIANZA was a requirement of their role.

4.1.3 RLIANZA desirable but not required, by sector

Sector	Total	Desirable	%
Public	298	114	38.26
National	33	12	36.36
Tertiary	197	58	29.44
Special	165	45	27.27
School	123	27	21.95
TOTAL	816	256	

There is a much higher proportion of roles which recognise that RLIANZA is desirable, with more than one third of public (38.26%, n=114) and National Library (36.36%, n=12) respondents reporting this, and more than a quarter of tertiary (29.44%, n=58) and special (27.27%, n=45) library respondents. 21.95% of school respondents (n=27) also have this in their job requirements.

4.1.4 RLIANZA not required, by sector

Sector	Total	Not req'd	%
School	123	95	77.24
Special	165	110	66.67
Tertiary	197	128	64.97
National	33	19	57.58
Public	298	123	41.28
TOTAL	816	475	

However, more than three quarters of school library respondents (77.25%, n=95), two thirds of special (66.67%, n=110) and tertiary sector respondents (64.97%, n=128) and more than half of National Library respondents (57.58%, n=123) report that their job description does not mention RLIANZA. Public libraries are the only sector in the minority here (41.28%, n=123).



4.1.5 Requirements for LIS qualifications and RLIANZA, by sector

This section takes this analysis further and examines to what extent, by sector, LIS qualifications and RLIANZA are required or desirable. The assumption being made here is that positions which require or consider LIS qualifications desirable are most likely to be considered professional roles.

Public libraries

LIS Quals	Total	RLIANZA		
		Req'd	Desirable	Not Req'd
Req'd	180	59	74	47
Desirable	87	2	39	46
Not Req'd	31		2	29

In the public library sector, 180 respondents work in roles which require LIS qualifications, and of these, a third (32.78%, n=59) also require RLIANZA. In total, three quarters of roles that require a LIS qualification (73.89%, n= 133) either require RLIANZA or state that it is desirable.

When the positions that state a LIS qualification is desirable are added in here (n=267), the proportion requiring RLIANZA falls to 22.85% (n=61), but overall, in positions that have LIS qualifications as required or desirable, two thirds (65.17%, n=174) also specify that RLIANZA is either required or desirable. There is a strong link between the requirement for a LIS qualification and requirement for RLIANZA.

However, a third (34.83%, n=93) of public library respondents have job descriptions which require LIS qualifications or state they would be desirable, but which make no mention of RLIANZA.

Special libraries

LIS Quals	Total	RLIANZA		
		Req'd	Desirable	Not Req'd
Req'd	123	9	39	75
Desirable	32		6	27
Not Req'd	10	1	1	8

In the special library sector, 123 respondents work in roles which require LIS qualifications, but of these, only 7.32% (n=9) also require RLIANZA. However, more than a third of roles that require a LIS qualification (39.02%, n= 48) either require RLIANZA or state that it is desirable.

When the positions that state a LIS qualification is desirable are added in here (n=155), the proportion requiring RLIANZA falls to 5.81% (n=9), but overall, in positions that have LIS qualifications as required or desirable, one third (34.84%, n=54) also specify that RLIANZA is either required or desirable.

However, two thirds (65.81%, n=102) of special library respondents have job descriptions which require LIS qualifications or state they would be desirable, but which make no mention of RLIANZA.

Tertiary libraries

LIS Quals	Total	RLIANZA		
		Req'd	Desirable	Not Req'd
Req'd	149	11	49	89
Desirable	31		10	21
Not Req'd	17			17



In the tertiary library sector, 149 respondents work in roles which require LIS qualifications, but of these, only 7.38% (n=11) also require RLIANZA – almost the same proportion as the special library sector. Again, more than a third of roles that require a LIS qualification (40.27%, n= 60) either require RLIANZA or state that it is desirable.

When the positions that state a LIS qualification is desirable are added in here (n=180), the proportion requiring RLIANZA falls to 6.11% (n=11), but overall, in positions that have LIS qualifications as required or desirable, more than one third (38.89%, n=70) also specify that RLIANZA is either required or desirable.

However, nearly two thirds (61.11%, n=110) of tertiary library respondents have job descriptions which require LIS qualifications or state they would be desirable, but which make no mention of RLIANZA.

School libraries

LIS Quals	Total	RLIANZA		
		Req'd	Desirable	Not Req'd
Req'd	32	1	13	18
Desirable	56		13	43
Not Req'd	35		1	34

In the school library sector, only 32 respondents work in roles which require LIS qualifications, and of these, only one job (3.13%) also requires RLIANZA. However, almost half of roles that require a LIS qualification (43.75%, n= 14) either require RLIANZA or state that it is desirable.

When the positions that state a LIS qualification is desirable are added in here (n=88), in positions that have LIS qualifications as required or desirable, almost one third (30.68%, n=27) also specify that RLIANZA is either required or desirable. However, more than two thirds (69.32%, n=61) of school library respondents have job descriptions which require LIS qualifications or state they would be desirable, but which make no mention of RLIANZA.

National Library

LIS Quals	Total	RLIANZA		
		Req'd	Desirable	Not Req'd
Req'd	23	2	11	10
Desirable	9		2	7
Not Req'd	2			2

Only two people from the National Library said that their positions required both a LIS qualification and RLIANZA. RLIANZA seems to be stated as desirable in less than half of the jobs (46.88%) that require LIS qualifications or see these as desirable.

4.2 Should RLIANZA be required for jobs: Free-text comments

This section summarises the free-text comments relating to this point. There was not strong support for RLIANZA being required, with most comments focusing on reasons why it was preferable to be desirable rather than required.

Should RLIANZA be required or optional for some positions?

- If there is enough voluntary support, no need to require it
- Will depend on the job

"I was saddened to see a major employer of librarians was exclusively looking for RLIANZA candidates. As a library manager I feel this may exclude some library stars. It wouldn't actually put me off applying, I would anyway. You should employ the best person for the organisation/job."

- Need flexibility to hire the best candidate
 - You rarely get the perfect candidate with all required skills and qualifications
 - Hire the best person and if necessary help them get the qualifications needed
- Danger of ignoring qualifications and undermining LIS if we are too flexible
- Cannot attract a strong pool of candidates outside main centres
- More recognised in organisations where there are lots of librarians
- Many organisations recognise it by saying “must be eligible for RLIANZA”
- Could be “strongly preferred” but not required
- Useful in organisations where the librarian is one of a number of professional groups
- Useful in organisations where the librarian is one of a number of professional groups
- It should be in more job descriptions as desirable – tells candidates what is expected in terms of skill, experience, attitude
- RLIANZA candidates should have an edge over other candidates anyway

“I have been surprised by how many professional librarians aren't RLIANZA even though they are eligible. I have recently advertised two vacancies which required RLIANZA and there were many applicants who couldn't be considered as they were not registered.”

In general I think it is reasonable to assume that someone with RLIANZA is going to tend to demonstrate higher skill levels, currency of practice and a more inquiring mind than someone without, so the recruitment process will probably tend to prefer RLIANZA without it being a requirement as such.”

“I would not take professional registration into account when interviewing staff. I am interested in what they have done in past roles and its relevance to the job on offer. I am interested in what other courses they have done and how they have made use of any post qualification skills they have acquired, but whether or not they have turned this into a professional registration is irrelevant in deciding if they will be offered the job.”

- Get to the point where people say “I’m doing all this CPD for no benefit, I might as well get the recognition for it and register”

Attitude towards RLIANZA varies

- The level of CPD one does is not an accurate reflection of their skills and abilities to do a job

“I think it has become a defacto qualification and though it seems to be more robust than at the beginning it is still a record of professional development taken over time and not an overall qualification.”

“As an employer, I look for staff who are willing to engage in CPD. If they are doing this through the RLIANZA registration scheme I want to know why (and I would also ask about other choices). Their answer may illustrate that they are interested in maintaining current knowledge and savvy enough to have it count for registration as well. It does show a commitment to librarianship. Or it may show they are scratching for formal recognition because they didn't undertake study.”

“It makes no difference whether someone is registered or not... It is more about attitude to making sure they are up to date with current trends and developments and the right staff member won't need to be registered to make sure they are.”

- Some people love learning and are constantly doing it, others are not like this. The level of effort put into a learning activity will vary and both approaches will meet the professional registration requirements.

“it formalizes the professional development undertaken in that you are required to reflect on it and journal your learnings, and encourages you to keep yourself informed, and continuing to learn and grow.”

“having completed one 3-year-period now, I fully support it, I think it's been great for me personally as far as my professional development goes.”

“In my opinion, it provides an excellent framework for professional development. I think that more library and information staff would sign up if they knew the real benefit i.e. a focused and motivated approach to career planning and personal growth.”

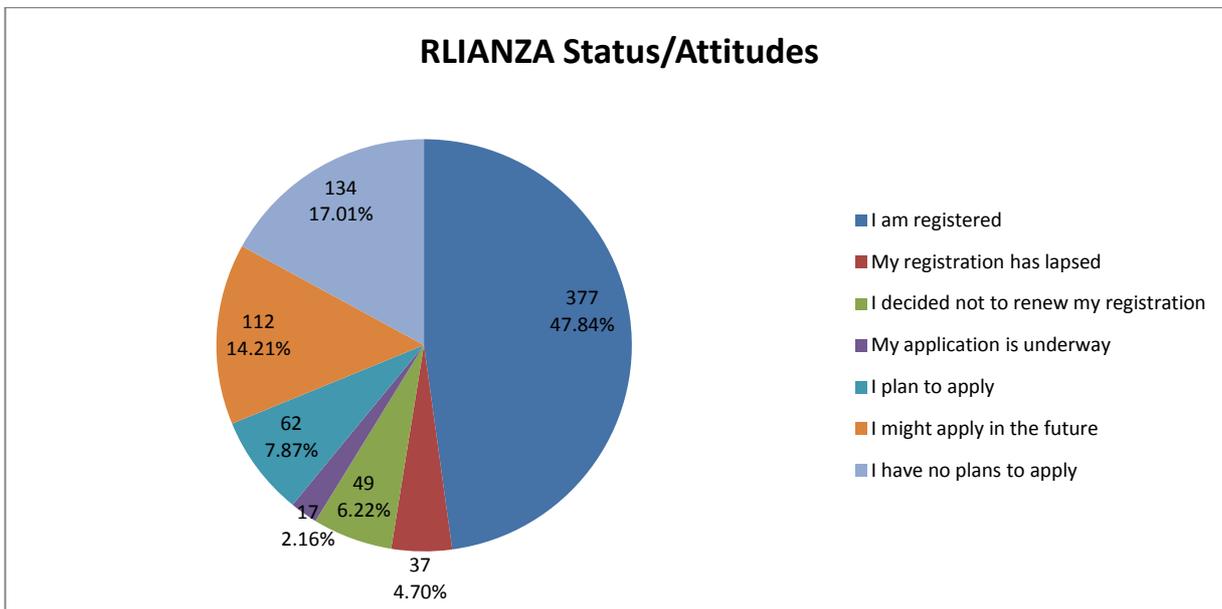
“It is a fantastic way to think about continuing education and professional development. It provides a framework and a way to reflect on learning opportunities. I find it difficult to discipline myself to record as I go however, so it is challenging to actually submit.”

- It reflects an attitude, a willingness to commit to being a professional

“At this stage not essential but I did look to see who had registration with the applicants we had for a recent position”

4.3 RLIANZA: An overview of the status/attitudes

The questions in this section asked about respondents’ RLIANZA status (whether or not they were registered) or attitude towards RLIANZA (what they thought their future behaviour might be). Results have been analysed in relation to whether RLIANZA is required or considered desirable in individuals’ jobs, and whether it is linked to pay.



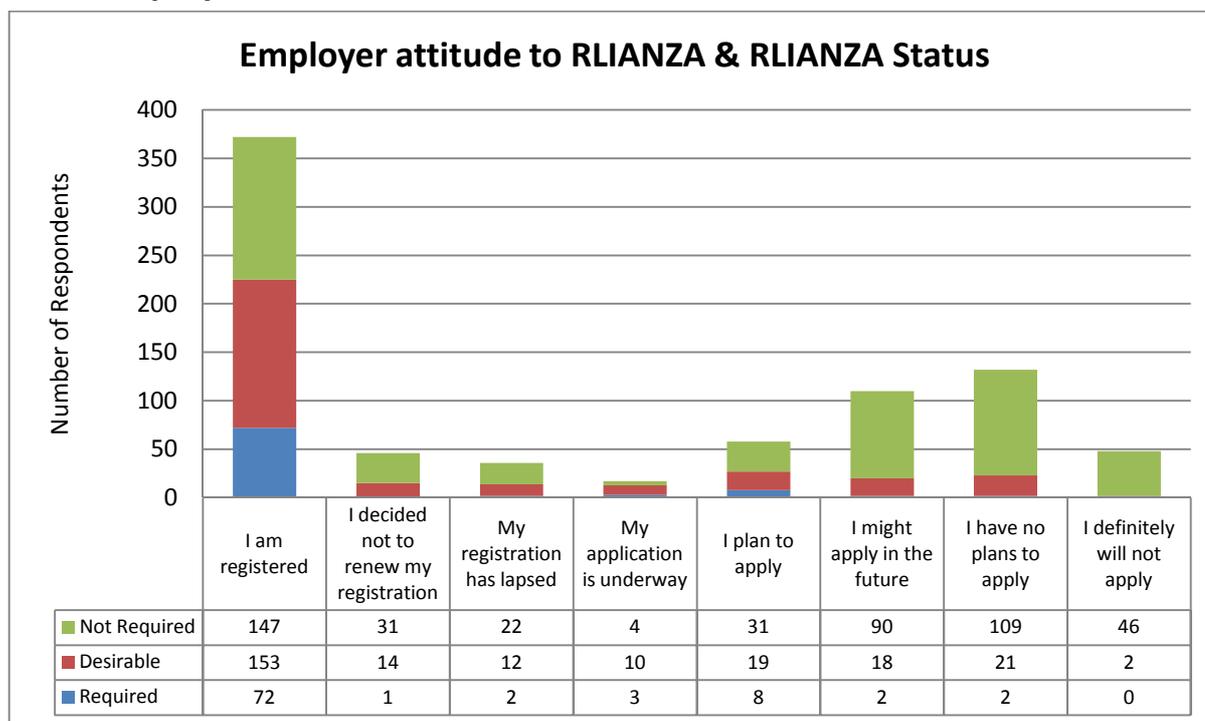
RLIANZA Status/Attitude	TOTAL	%
I am registered	377	45.04
My registration has lapsed	37	4.42
I decided not to renew my registration	49	5.85
My application is underway	17	2.03
I plan to apply	62	7.41
I might apply in the future	112	13.38
I have no plans to apply	134	16.01
I definitely will not apply	49	5.85
TOTAL	837	

A survey such as this can only be a snapshot of opinions at the time. However, it sheds some interesting light on RLIANZA.

Nearly half of the 837 respondents (45.04%, n=377) are professionally registered with LIANZA. A further 2.03% (n=17) say that their application is underway and 7.41% (n=62) have plans to apply. Another 112 (13.38%) are not discounting the idea of applying in the future.

However, 10.27% of respondents (n=86) have either decided not to renew (5.85%, n=49) or have let their registration lapse (4.42%, n=37), which may result in not renewing or a late renewal.

4.4 Employer attitude towards RLIANZA, and RLIANZA status/attitudes



Data from Section 4.1 and 4.3 were combined here. This examination of individual status/attitudes in light of whether RLIANZA is required, desirable or not required for their jobs is interesting.

Understandably the highest numbers of holders of RLIANZA work in roles which require RLIANZA (n=72, 19.35% of the 372 respondents who answered both questions) or state that RLIANZA is desirable (n=143, 38.44%). However, there is also a high number (n=147, 39.52%) of RLIANZA members who are not in jobs which require it.

A small number of individuals are either not yet registered or are not renewing their registration despite it being required in their job, which may be a challenge for managers; more are making that move if there is no sense of compulsion.

4.5 Motivation to apply for RLIANZA

The survey explored why people who are or have been RLIANZA holders applied for Professional Registration and the motivating factors for those who were not yet members.

84 respondents who had given a RLIANZA status did not answer the questions about their motivations in relation to RLIANZA, and a further 98 answered “Not Applicable”, so the discussion in the section that follows relates to the answers that were given by 665 respondents.

These fall into different categories. These are discussed below in order of the strength of responses.

In these analyses, colour has been used to subdivide respondents so it is clear which group is being discussed.

4.5.1 Influence: Transition arrangements

The most notable trend was those whose motivation to register was strengthened by the availability of Transition Arrangements, whereby people with sub-degree qualifications and appropriate experience could register during the early phase of the scheme. 227 respondents indicated that they had taken advantage of this route to gain RLIANZA.

RLIANZA Status/Attitude	Transition	%
I am registered	192	80.00
I decided not to renew my registration	18	7.50
My registration has lapsed	17	7.08
TOTAL	227	

Of these, 35 (15.42%) indicated that their registrations had either lapsed or they did not plan to renew.

Surprisingly, of those who were current members under transition arrangements, only 5 indicated that their employer required RLIANZA for their role.

37% (n=84) of these respondents also indicated that they applied for RLIANZA because they “Believed it strengthened the profession.”

4.5.2 Influence: Requirements and encouragement

RLIANZA Status/Attitude	Required by employer	Encouraged by employer	Encouraged by manager or Team Leader	Encouraged by mentor or colleague
I am registered	15	80	71	29
I decided not to renew my registration	2	3	6	0
My registration has lapsed	0	4	5	3
My application is underway	1	8	6	0
I plan to apply	14	15	11	7
I might apply in the future	21	15	13	8
I have no plans to apply	25	8	3	1
I definitely will not apply	2	2	2	1
TOTAL	80	135	117	49

Who has the most influence on individuals' motivation for applying for RLIANZA? It seems that, for those who have been awarded RLIANZA or whose application is underway (marked in red), *encouragement* from their organisation (95 respondents) or from one's manager/supervisor (88 respondents) was more significant than being encouraged by a mentor or colleague (32 respondents).

The lowest influence on this decision was being *required* to register by an employer (only 18 respondents considered this to be a strong factor), suggesting that not many employers require RLIANZA (or that librarians do not like being told what to do).

Many respondents said that RLIANZA was required or encouraged but they did not have plans to apply. Interestingly, motivating factors identified by people in these categories placed Employer requirement as the highest factor (62 respondents), followed by employer encouragement (40 respondents) and manager encouragement (29 respondents).

4.5.3 Influence: Financial support

Although employer requirements and encouragement have some influence, offering to fund RLIANZA fully seems to be the most significant thing an employer can do to motivate their staff to apply.

Partial funding and offering preferential access to CPD opportunities were seen as less important motivators to those who have or are applying, but for those who are not members, these hold some attraction.

RLIANZA Status/Attitude	Employer paid all	Employer pay part	Extra CPD
I am registered	97	21	15
I decided not to renew my registration	5	3	0
My registration has lapsed	5	1	0
My application is underway	4	1	0
I plan to apply	13	8	7
I might apply in the future	24	20	14
I have no plans to apply	20	10	9
I definitely will not apply	3	2	2
TOTAL	171	66	47

111 respondents said that their employer's offer to pay the full cost of RLIANZA was a motivating factor in their decision to apply (marked in red), and a further 60 indicated that it was a motivating factor although they have not yet applied or have no plans to (marked in green). Partly subsidising RLIANZA was not such a strong motivator with only 25 respondents ticking this; however, 40 respondents who are not current members thought that an employer subsidy might influence their decision. 15 felt that extra CPD opportunities were a motivator; again, there was a perception amongst non-registered respondents that additional access to CPD opportunities would be advantageous, with 32 indicating this would be a motivating factor.

4.5.4 Influence: Career planning

Of the 665 respondents to this section, over half (n=341, 51.28%) indicated that they saw RLIANZA as being important for their own professional development, and 40.75% (n=271) had followed through and applied for RLIANZA.

RLIANZA Status/Attitude	Own CPD	Prep for new roles	Career move
I am registered	227	148	151
I decided not to renew my registration	16	6	8
My registration has lapsed	17	8	8
My application is underway	11	11	7
I plan to apply	39	32	42
I might apply in the future	21	28	32
I have no plans to apply	9	8	7
I definitely will not apply	1	0	1
TOTAL	341	241	256

More than a third of respondents (n=241, 36.24%) saw RLIANZA as being useful preparation for new roles, although a relatively small number of people who hold this view have decided not to renew their registration. 256 saw this as a good career move in general.

There was a strong sense that these were also motivating factors for respondents who have not yet applied.

4.5.5 Influence: Involvement in LIANZA/Professional Registration is a good thing

Although there is a core of respondents who felt that being an active LIANZA member motivated them to register, a much higher number have been influenced by the belief that professional registration will make librarianship a stronger profession, which was one of the key messages propounded by LIANZA at the scheme's introduction.

RLIANZA Status/Attitude	Active LIANZA member	Believe Prof Regn strengthens librarianship
I am registered	61	156
I decided not to renew my registration	4	7
My registration has lapsed	6	13
My application is underway	3	6
I plan to apply	7	32
I might apply in the future	2	15
I have no plans to apply	2	12
I definitely will not apply	1	1
TOTAL	86	242

More than a third of those who replied said this was a contributing feature (n=242, 36.39%).

4.6 Attitudes towards applying for RLIANZA: Free-text comments

Participants were given the option of including full-text comments about their attitude to/experience of LIANZA Professional registration.

79 made comments (9.10% of all participants in the survey), the spread between sectors is shown in the table below:

Sector	Number	% of total respondents from sector
Public	20	6.60
Tertiary	23	11.62
Special	17	10.18
School	13	10.08
National	2	5.88
Other	4	10.81
TOTAL	79	9.10

4.6.1 Key themes (Summary)

- Employer requirement/encouragement
- The world is changing, need to be prepared
- Provided framework for/Record of CPD
- See yourself as a professional with a career
- Eligible for registration in other countries
- Strengthen the library profession
- Provide a role model/encouragement for others
- Improved status in workplace
- Took advantage of transition arrangements

4.6.2 Key themes, illustrated with quotes

Employer requirement/encouragement

- Necessary for current job
- Employer strongly supported it
- Employer paid for it and made information available about it
- Encouraged by mentor/manager
- To supplement an overseas qualification

The world is changing, need to be prepared

- Felt forced to do it to get good jobs
- Some jobs are advertised as requiring it
- There is a move to require/request it in the region
- Want to develop a career in management
- Job uncertainty, so registered in case a new job was needed/be in stronger position
- Anticipate requirements may change in future, be required more

Provides framework for/record of CPD

- Keep track of what you have done
- Learn from what you have done through reflection
- Plan for future development

"It was completely for career move only, and I felt pressured to join, to get a good job."

"Just something you have to do to work in this industry now - another waste of time and money."

"I registered because I thought at a later date school libraries will only employ registered librarians/librarian assistants and I was covering myself"

"Does help personal goal setting and professional development by providing an overview of activities and achievements throughout my professional career. In other words the process is probably more valuable than the actual qualification "

See yourself as a professional with a career, not as someone in a particular job

"It always strikes me as rather odd the people who complain that their employers don't support them in professional CPD - one of the points of a profession is that it is not just a job and to be a professional, one must make a personal commitment to continually improve one's practice. It is not good enough just to go to professional development courses during working hours but to continue private study at any time and realise that recognition for this not so much comes from increased pay but more from the personal satisfaction that you are being the best librarian you can possibly be."

Eligible for registration in other countries (ALIA, CILIP)

- Plan to move overseas for work
- Other countries provide more support and CPD opportunities than LIANZA does

Strengthen the library profession

- Important that we have a similar scheme to other countries
- Provides a set of standards for the profession
- Ongoing CPD is important
- Active member of LIANZA or other groups, and support the initiative

Provide a role model/encouragement for others

- For younger colleagues
- For others in the sector
- Show leadership as a manager

"As a manager I felt it was important to support an initiative that might have benefits professionally for my younger staff embarking on their careers."

To supplement an overseas qualification

- Recognised by NZ employers

Took advantage of transition arrangements

Improved status in workplace (school, special, tertiary)

- In schools, equal to registered teachers
- To get employer to take librarian/role seriously
- Make a statement about future appointees

Being registered has helped in my school as I am now seen as being of equal standing as registered teachers."

"I felt it was very important that my position at my place of work was filled by a registered librarian" (special)

"I think it's important that my role in this institution be seen as a professional one, so did it for the 'status' of the position rather than me personally."(tertiary)

"I have been an active member of SLANZA and support this initiative"

"Very important for the profession to have transparent, quantifiable standards under which registration is held."

"Librarians provide and deliver incredible and necessary services to the communities. The professional registration helps endorse the wide range of knowledge, skills, work and professionalism of librarianship career. It recognises and acknowledges this work at this level, and provides librarianship a 'place to stand' with the rest of the other professions."

"I think it is long overdue for librarians' practice to be of a consistent standard, it is required"

4.7 Motivation to not apply for RLIANZA

The next set of questions asked why people were not Professionally Registered. 375 people gave answers here. There was some overlap with the previous section.

RLIANZA Status/Attitude	No prof quals	Role does not meet LIANZA's requirements	Not LIANZA member	Not req'd by employer	Not recognised in sector	Other ProfReg
I am registered	1	0	1	5	3	0
I decided not to renew my registration	1	0	1	20	6	0
My registration has lapsed	1	1	1	7	2	1
My application is underway	0	0	0	0	1	0
I plan to apply	8	2	2	6	0	0
I might apply in the future	22	8	27	43	7	3
I have no plans to apply	29	8	42	66	12	6
I definitely will not apply	3	1	12	22	3	1
TOTAL	65	20	86	169	34	11

As would be expected, there was a sizeable group who do not meet LIANZA's requirements for professional qualifications in terms of qualifications (n=65) or other criteria (n=20), including membership of LIANZA (n=86). Of these people, there is a possibility that most might apply in the future, perhaps if they complete a qualification or change jobs.

The most commonly cited reason was that RLIANZA is not required by their employer (n=169) with 34 saying that it is not recognised in their sector. Within the results were 4 "other" including people who worked for library suppliers and library education providers. A breakdown of these respondents indicates that this perception is spread across all sectors.

11 individuals indicated that they were chartered members of another professional association such as CILIP, and this influenced their decision not to apply for RLIANZA.

4.7.1 Influence: Financial reasons

Of the 375 who answered this section, 107 (28.53%) indicated that they thought it was too expensive, and 90 (24%) respondents felt that their employer's decision not to pay the whole or part of the fee was a disincentive.

RLIANZA Status/Attitude	Too expensive	Employer will not pay	Employer will only pay part
I am registered	4	2	2
I decided not to renew my registration	15	12	3
My registration has lapsed	9	3	1
My application is underway	0	0	0
I plan to apply	6	2	0
I might apply in the future	24	18	1
I have no plans to apply	36	34	3
I definitely will not apply	13	9	0
TOTAL	107	80	10

4.7.2 Influence: No perceived benefit

RLIANZA Status/Attitude	Manager discouraged from applying	Mentor or colleague discouraged	No extra CPD	Makes no difference to CPD	Se no advantage for others who have registered	No plan to change jobs	Makes no difference to my career
I am registered	1	0	1	6	5	2	7
I decided not to renew my registration	3	0	4	23	11	14	21
My registration has lapsed	0	0	1	13	7	3	11
My application is underway	0	0	0	0	0	0	0
I plan to apply	0	0	0	2	0	0	0
I might apply in the future	2	3	4	30	27	3	13
I have no plans to apply	3	0	7	58	36	18	53
I definitely will not apply	2	3	3	30	24	10	27
TOTAL	11	6	20	162	110	50	132

There does not seem to be an active trend for people to be discouraged by others from applying, with only 17 (4.53%) respondents choosing these motivators. However, a large number commented that they did not think others who had RLIANZA had benefitted from it (n=110, 29.33%), and even more thought that there would be no difference in their access to CPD if they were registered (n=162, 43.20%) with 36 people citing this as a motivator for not renewing their membership.

Realistically, 50 (13.33%) have no plan to change jobs and see no benefit in it, and 17 of those who have decided not to renew their Professional Registration fall into this category. There is a clear perception that RLIANZA would make no difference to an individual's career, with 39 people who have been registered expressing this opinion (10.40% of those who answered this part of the questionnaire).

4.8 Decision to not register: Free-text comments

Participants were given the option of including full-text comments about their attitude to/experience of LIANZA Professional registration.

143 made comments (16.47% of all participants in the survey), the spread between sectors is shown in the table below:

Sector	Number	% of total respondents from sector
Public	31	10.23
Tertiary	30	15.15
Special	38	22.75
School	24	18.60
National	6	17.65
Other	14	37.84
TOTAL	143	16.47

Also included here are comments made from the general free-text question about RLIANZA.

4.8.1 Key themes (Summary)

- Respondent is not eligible
- Scheme is not widely required/recognised
- Scheme is too complex/requires too much work
- Do not believe the scheme is necessary/useful
- Membership is too expensive
- Personal/family reasons

4.8.2 Key themes, illustrated with quotes

Respondent is not eligible

- People who have lots of experience but lack degree level qualifications do not see the point
- Would need to upgrade to a higher qualification
 - Extra study too expensive
 - No time for further study
 - Would rather study another relevant subject than meet LIS requirements
- Problems with Transitional Arrangements
 - Missed deadline for transitional registration
 - Role not eligible at time of transition
 - Not working in libraries at the time
 - Too many barriers in the process
 - Could not afford it at the time
 - Not working in libraries long enough
 - Not living in NZ at the time
 - Teaching qualifications not recognised

Scheme is not widely required/recognised

- Not needed in sector
 - SLANZA is primary support for schools, not LIANZA
 - Few tertiary library staff are members of LIANZA
 - Special library employers do not recognise it

The concern that I have with LIANZA is that I have been working in the library sector for nearly 15 years, 10 years as a library assistant and five years as a youth librarian and I have my level 5 library diploma, still this doesn't qualify me for professional registration. How is this justified?"

"LIANZA set the bar pretty high IMHO which may have scared off many prospective applicants."

"If the chance was offered again I would apply."

"I applied under transition agreement but when required to furnish additional information and on realising it would be difficult to meet professional development criteria to remain registered I did not pursue registration."

"It's a shame the goalposts have moved slightly in terms of eligibility- the qualification requirement means I won't be able to be registered for approx another 2/3 years, while many of my older colleagues are now able to apply for more senior roles on the basis of their experience alone."

"Unless you are working in the public library sector nobody cares about registration. It is a lot of money and a lot of work for no recognition." (special)

"School librarians like myself gain nothing from being registered. At a network meeting I found that of 15 librarians I was the only one who had bothered to be registered. Probably will try to be revalidated once but don't see the benefit for me especially as it is just another cost I cannot really justify to my family."

"My team leader actively looks down on the registration scheme."

"Have been told by my library that it is not useful"

"Very disappointing that Professional Registration is not actively encouraged or supported in my organisation - one of NZ's largest public libraries."

"Professional registration would be reasonably easy to maintain if it was supported/recognised within the workplace as a good thing."

- Not relevant outside main centres
- Not recognised outside library profession

- Plan to move to other career routes
- Not required by employer
 - Never seen it mentioned in a position description
 - Employer looks at workplace skills and competencies rather than qualifications
- Employer discourages it or does not support it
- Employer does not provide financial support
 - No money to train people as librarians, let alone maintain professional registration
 - Fee would be taken out of the library budget
 - No time to be away from work for CPD
 - Employer does not support enough CPD opportunities
- Could be a disincentive to employers if they think they have to pay more
- Not relevant for specific role
 - Management
 - Part-time work
 - Context-specific
 - Only part of job is library work
 - No other jobs in the area/ none that require it
 - The requirements seem focused on academic libraries
 - Many parts of the BOK not relevant/ accessible
- Work outside NZ where there are few CPD arrangements

“cataloguing requires a lot of ongoing training and I have no help in keeping up with registration requirements, it is all too much for me”

“I will not be able to fulfill the requirements of registration until I return home to NZ. As many jobs now require registration, it would be good if I could begin the process before returning to NZ. I would like to gain recognition for being Registered and not be disadvantaged as I was unable to do so.”

Scheme is too complex/requires too much work

- Too much paper work/too complex
 - To apply
 - To complete revalidation journal
- Too much effort for little/no reward
 - Unable to do CPD/journal in work time

“I came to believe that the registration process was poorly designed and confusing, too much time is wasted worrying about which BoK to fill in and not enough actually doing the professional development.”

“To be honest, the registration process tipped the balance. I thought about doing it to support the organization but it involved too much paperwork”

“The process became too onerous”

“I believe the process for revalidation is ridiculously complex and bureaucratic. It does not appear to be analogous with the registration process required by other professions.”

- Hold overseas qualification and the process of registering is too complicated

Do not believe the scheme is necessary/useful

- Do not think the scheme is needed
 - Do not see any benefits
 - Artificially excludes people from jobs



- LIS qualification is proof of professional ability

"I feel quite insulted that LIANZA expects me to pay for them to decide if I can call myself a professional. I have been working in professional positions in librarianship for many years."

"it acts as a gatekeeper which excludes a large number of strong candidates while creating a closed shop profession"

"Registration is a scare tactic created by LIANZA to frighten those people who are unsure of themselves."

- Scheme does not guarantee competence or ability
 - Focus on the quality of people entering the profession, don't try to screen them later on

"unlike other professions such as Law or Medicine there are no objective measures of competence and no penalties for failure to meet these so it has no enforcement value."

"I am increasingly getting the sense that the focus is wrong. People registered and re-registering who really are not competent to be working at a professional level now. Complete lack of understanding of today's info world. It raises doubts in my mind unfortunately"

"Some people who have little experience and little knowledge about basic library skills are registered so it's somewhat meaningless in my opinion."

"Many LIANZA registered individuals would be of no benefit to this organisation. Most individuals here who are extremely awesome are not registered. Forcing registration would not improve the quality of employees, and would in fact just lead to more 'old school' people being employed which is the last thing needed."

"I think a lot still depends on a person's library qualification, their proven capabilities, past performance, experience, work ethic, fit to organisation etc that are important. people have many reasons for not being registered and I'd have to say holding a library qualification is more important to me when I recruit new staff at present than whether or not a person is registered or not."

- People admitted under transition arrangements have weakened it

"Having worked with people who had no formal qualifications and didn't see the need for them, but who all grabbed hold of the opportunity for LIANZA professional registration, I am underwhelmed by what registration means in contrast to formal qualifications."

"Because they're managers that only hold NZ library certificates from 1980's but yet they're entitled to LIANZA professional registration."

- Concerns over quality
- Would rather keep up to date outside scheme

- Actively engaged in CPD

"I did go to some of the registration workshops and was so disappointed in the content and lack of planning that I didn't want to waste my

"If you are qualified and experienced and doing a good job Registration seems like an onerous 'extra'"

"Not sure it's made any difference - those who are keen on PD will always do it, those who aren't won't."

"Our profession has been changing so much in the last 10-15 years, and continues to change so much, that I see no need to try and force people to learn new skills and acquire new knowledge"

- Employer supplies enough CPD to keep current

“no observable benefits for librarians working in large and relatively supportive workplaces (tertiary sector and councils)”

“Professional development is absolutely key to any librarian, and the activities that I do for my own PD did not change just because I was registered. I did not see any benefit from being registered”

- Scheme is an attempt to gain status in the eyes of others
 - Elitist, exclusionary
- Scheme is for LIANZA’s benefit not benefit of librarians
- Scheme is just a money making scheme for LIANZA

“trying to make more of the profession than what it is”

“a small but determined group have just made life more difficult for librarians.”

“There isn't a force on earth that would make me register. A MLIS plus a Masters degree with Honors and over 10 years Library management experience in Public, Academic, and Private libraries make me a professional, not some money making scheme dreamed up by insecure individuals.”

“PR is a money-making fraudulent, jobs-for-the-overseas-boys scheme. Pointless since it is not a qualification and not recognised.”

“i believe LIANZA introduced the registration to make more money off its members and because it wasn't doing anything constructive as an organisation”

“The only people making more money through the Professional Registration process is LIANZA. LIANZA is double dipping. Also, the national council is mainly made up of people involved in library management, who then go back to their respective libraries and LIANZA PR into job descriptions. Is LIANZA here to support libraries and librarians or are librarians here to support LIANZA...LIANZA PR is just a way for LIANZA to make more money. It is too expensive to keep up, as one must always be a financial member of LIANZA to hold the PR. It should have be available as a one cost when we originally registered, then as we are the ones working on the boks, there should only be a minimal cost to keep the registration going each year. It is not going to improve the financial lot of most librarians.”

Membership is too expensive

- School librarians have low pay
- Schools unable to pay because of low budgets
- Need to upgrade qualifications
- More expensive than registration for teachers, nurses and doctors
- Cannot afford it without employer subsidy

Personal/family circumstances

- Too close to retirement/last job
- Registered with another professional organisation
 - ALIA as an Associate

“given that I was fully chartered in the UK. I expected some form of cross over qualification.”

“Would be more interested in SLANZA professional registration.”

- CILIP Chartership
- Teacher Registration
- Hold an Associateship and chose not to Register
- Procrastination

4.9 Not yet registered: Free-text comments

This section gives insights into the motivation of people who indicate that they plan to or might register at some time in the future. (As this is a small number of comments, no summary of themes is included).

- Not yet eligible as a currently enrolled student
- When finish studying will have money to pay for registration
- If return to full-time work
- If decide to apply for an Associateship
- Employer requirements
 - Assume it will be required by employer in future
 - If current employer changed requirements/encouraged it
 - If required or encouraged by a future employer
 - If I need to change jobs and thought it might make a difference
- If I upgrade my qualification or LIANZA changes requirements

4.10 Lapsed/may let membership lapse: Free-text comments

This section gives specific insights into those who have decided to, or are considering not re-registering.

4.10.1 Key themes (Summary)

- Scheme is not widely required/recognised
- Scheme is too complex/requires too much work
- Do not believe the scheme is necessary/useful
- Membership is too expensive
- Personal/family reasons

4.10.2 Key themes, illustrated with quotes

Scheme is not widely required/recognised

- Current employer does not require it
- Employers say it is desirable but makes little or no difference
- May not stay in current sector
- Lack of peer support – having an in-house support group would be motivating
- Colleagues not re-registering

Scheme is too complex/requires too much work

- Re-registration is difficult
 - Revalidation is harder than initial registration, which was complex enough
 - Availability of CDP in region (e.g. West Coast SI)
 - Seems to be too public/tertiary library focused
- Ability to get away from work to attend CPD
- Time to do training/reading

“Professional registration has been a waste of time and money for me. Most of the courses/workshops offered that count towards keeping registration current have no bearing on my specialised role and I cannot ask my employer to cover the cost of a course/workshop that is no no benefit to the company. Likewise any role specific courses/workshops I complete cannot currently be counted towards registration. The profession needs to understand this and think beyond the square to allow courses in topics such as advanced research, analysis, competitive intelligence, KM, Trusted Adviser, and web publishing to be counted. Stop thinking of the information profession in terms of public libraries only please.”

- Paperwork must be kept up to date, is time consuming and easy to forget
- Journal entries need to be in-depth
- The whole process is confusing
- Trying to align CPD with BOKs is difficult
- The revalidation journal does not fit reality

"I didn't maintain my diary and haven't the time to devote to putting it together"

"I am so busy that I haven't been able to spend the time updating a journal. My problem is that much of what I would put in the journal is not quantifiable - we have refurbished our library from the ground up and I have been actively involved in the planning and implementation. But I cannot find a relevant place to explain this. Whilst this was taking place (nearly 18 months of my registration time) I was in sole charge working from a classroom and had no option but to stay in the library all the time. Any PD had to be done online or at weekends. I did complete two online courses but I never had a chance to attend the smaller meetings/groups at National Library for example. So in the end, as much as I wanted to re-apply for registration, I felt it was altogether too daunting. So I simply gave up the idea."

"I have forgone study this semester to concentrate on renewing my registration. I won't be renewing again because of the work involved and I'm nearing the end of my career. I regularly read relevant library journals, am doing MIS papers self-funded, intend to apply to do a postgrad cert or diploma, have self-funded to attend a relevant international library conf. in Australia, etc. I don't feel I need to prove I'm doing something about my professional development by doing the paperwork involved in registration."

"the requirements to complete re-registration are far and beyond my current role"

"When it came time to re-register, I hadn't realised how in-depth my notes needed to be, and found it really hard to fit the school library role into the BOKs."

"Don't have time for the level of detail required in the journal - can't see the benefit of the time it would take to do properly."

"I do think that the current system is too cumbersome and that the requirements could be reduced"

"Isn't it just a reading comprehension activity?? Perhaps I did it to look good in front of my bosses but also as said before, I took advantage of the opportunity to transition while I could."

Do not believe the scheme is necessary/useful

- Not convinced it has value
 - No benefit, has just cost me in time and money
 - Less convinced of its value after being through one cycle
 - Felt forced to do it

Membership is too expensive

- On top of LIANZA annual fee, too expensive
- Cost of training courses on top of fee
- Limited library budget
- Hard to afford on a single income

Personal/family reasons

- Ill health made workload impossible
- Death of a relative/grief
- Parental leave

"At the time it seemed like a good idea. I have considered letting it lapse, but decided to reregister. Still doubtful of its merits."

- Part-time worker with family commitments
- Job disestablished forced change of plans
- Work undergoing restructuring and resulting in extra work pressure – something has to go
- Approaching retirement

4.11 General difficulties in process: Free-text comments

This section summarises the feedback from respondents pinpointing difficulties that they have faced in the registration/revalidation process. Note that there is some overlap between the themes in the following sections and those given above, but the researcher felt it was important to separate out reasons given by people who had decided not to revalidate or were considering not doing so from comments that came from other people.

4.11.1 Key themes (Summary)

- Lack of information about the scheme/process in general
- Problems with the application/revalidation administrative requirements
- Difficulties with the mentor requirement
- Difficulties with employer support
- Difficulties meeting CPD requirements
- Lacks flexibility for individual circumstances

Don't know very much about professional registration, or if I am eligible. I think it's seen as more important for early career librarians and those with ambitions for promotion" (tertiary)

"I'm not sure what the requirements are for LIANZA registration... it would have been nice to receive an information package about LIANZA when I first started working in the Library."

"Needs more promotion by LIANZA and support from employers. Not really understood by majority of librarians in my workplace"

4.11.2 Key themes, illustrated with quotes

Lack of information about the scheme/process in general

- General information about it unclear
- Not aware of the scheme

Problems with the application/revalidation administrative requirements

- Application process confusing
- Too much jargon
- Being asked to resubmit is demotivating

Had difficulties grasping & understanding the BOKs and Four Domains of professional practice"

"Don't find the process useful at all - ticking boxes for the sake of it"

Difficulties with the mentor requirement

- How do you find a mentor
 - Lack of mentors in legal field

"Whilst I agree with the concept of Professional Registration, I really dislike the process. It is not easy to follow and time consuming. Several of my colleagues including myself were told we had filled in too many 'boxes' and had to 'redo' the application. This seemed petty and demotivating."

Difficulties with employer support

- Variations in support from employers

"I believe that there may have been some financial support offered in terms of registration fees, this information is not widely disseminated. It is almost as if the library leadership would like to be seen to be supporting it, but don't want it too widely know across the organisation as it is not seen as a 'real' professional registration scheme in other sectors."

- Individuals pay own LIANZA fees but employer pays for professional registration
- Manager fought to get LIANZA fees and professional registration paid for staff + CPD support
- Employer offered to subsidise part of fees but has not happened

Difficulties meeting CPD requirements

- Trouble completing the required tasks
 - not all areas are relevant to position
 - courses not offered in all BOK areas
 - Courses that are offered not always high quality
 - small organisations lack opportunities/funding

Lacks flexibility for individual circumstances

- Does not handle individual circumstances well
 - Time off for maternity leave
 - Life crises that take up a lot of time
 - Part-time workers who cannot complete all BOK areas

4.12 Ideas for improvement of scheme: Free-text comments

This section summarises the ideas for making the RLIANZA scheme more user friendly and relevant to individuals and the sector. It picks up on issues and concerns identified in the previous sections, as well as introducing new ideas.

4.12.1 Key themes (Summary)

- Promote / explain the scheme to librarians
- Review the application process and requirements
- Review the CPD requirements
- Review the revalidation administration process
- Review the mentoring process
- Lobby for wider employer support/industry recognition
- Introduce more flexibility for individual requirements
- Give it time, let it settle in

4.12.2 Key themes, illustrated with quotes

Promote / explain the scheme to librarians

- Librarians need to understand its rationale
- Explain its design and administration

“I fail to see the relevance of an awareness of indigenous knowledge paradigms ie Maori in the context of where I work currently and I think spending time on this bok is not going to assist my organisation at all.” (special)

“The registration scheme is noble but requires extra cost, work and administration. At present I don't have any external need to register and I can readily participate in PD without the scheme. I think the scheme is too ambitious for LIANZA to administer (what qualifications and experience do the taskforce have in critiquing educational design and student success?), but is probably useful for early career librarians or those without formal library qualifications”

“I think there is confusion about what RLIANZA stands for. As I see it, and from how it is presented it seems self-serving and not really in the interests of the public we serve to be better librarians for them but just a way to advance career and also be checked up on by 'the board'. The Board isn't really transparent on who they are. All I know is they may or may not even be librarians or they may just be retired librarians. Who knows?”

- Explain its benefit to individual members
 - Librarians need to see some benefit to them when registered to make it worth the time and money. A clear “what’s in it for me” package and marketing campaign to retain current registrants and attract future ones. Each registered librarian needs to be able to articulate to colleagues and employers why they are registered.

“Information about Prof Reg is not readily forthcoming. I became a member of LIANZA, paid for by my employer, but never received any information about Prof Reg. I have only become more interested recently in obtaining Prof Reg, as I realise that some jobs required this, plus I do quite a bit of CPD on my own so I may as well have it count towards something. But it would be good to have it more actively marketed.”

“my boss does not value it, my work does not value it and I do not get paid anymore for having it. I understand why it was introduced but I don't think it works very well.”

“It will be helpful to hear some stories of how prof registration has helped some people in their career development, the benefits (direct and indirectly).”

“Sally from 'Finding Heros' with her BOK references does more for registration than LIANZA but it should be the other way around. Registration looks like elitism.”

- Explain where qualifications fit in, and how transition worked

“At a recent LIANZA professional registration information evening, I was disappointed to learn that I will not be eligible for LIANZA Professional Registration upon completing my Level 5 Diploma, despite having a degree and 10 years practical experience working in an information environment as a Primary School teacher. However, 3 years ago a colleague without a degree or tertiary library qualification was eligible for registration.”

- Explain how it relates to what other professions/professional

“I have been a strong supporter of registration, but I suspect that the profession registration board's decisions and comments are not consistently applied”

“It is too hard for new graduates in professional positions to gain registration - hence the reason I have not bothered to start the process although I am a professional librarian.”

associations require

- Target new degree graduates so it becomes the norm
- Be consistent

Review the application process and requirements

- Simplify the application process
- Provide support
 - A Helpline or some system where people can get support for issues around it
- Raise level required to register

“...stronger profession”. This statement is correct, but in time the bar needs to be raised to a higher level.”

- Reassess fees

"I think the extra cost is high and possibly a barrier for some. I think having to pay a fee for an application then another \$100+ per year puts a lot of people off and I'm not sure what this money pays for. There are really no added benefits of being registered and not sure why there is an extra cost. Maybe there should just be a one off registration fee and a 3 yearly re-validation fee."

"Currently the employer pays all LIANZA membership. Registration and CPD costs which is required by the Employment Agreement but takes a big amount from the Professional Development budget (yes - it has to come from there!). I would prefer that some costs of Registration, but not all, are paid by the individual as the benefits are to both individual and organisation."

"I support registration in principle, but despite the obvious work & commitment which has gone into developing this system, I have concerns about its implementation. Specifically lack of transparency in its development & lack of structure around an activity - e.g. reading one document could be an activity, but doing a L7 paper could be one activity."

Review the CPD requirements

- Clarify requirements
 - No need to go to a full day workshop for every BOK, just keep current.
 - Address perceived inequalities in requirements
 - Many people are paying for CPD themselves and doing it in their own time.

"I think the BOKs are difficult to relate actions to (although the elucidation effort was very welcome). Many part-time but qualified library staff have little opportunity to fulfil BOKs across the board. Just reading articles doesn't seem sufficient either - a rather cynical exercise"

- Ensure the BOK/requirements are relevant for all librarians through ongoing review
 - They are so broad as to be meaningless
 - There is too much overlap
 - Make sure they cover wider management training needs, especially staff management
 - Simplify BOKs, reduce the number
- Review requirements for BOK coverage
 - One size does not fit all - some areas of the BOK have no relevance or interest for individuals/jobs

"there's a real danger that CPD is chosen to satisfy the requirements for re-registration rather than for developing skills and knowledge in the specialist area a librarian might work in."

"My specialised role holds few commonalities with public or academic libraries, and yet I am expected to complete the same registration process."

- Increase CPD options in some areas (supervision, IT, Maori issues)
- Recognise that some jobs don't need the whole BOK

"There is a huge burden of retraining related to cataloguers especially with the new RDA standards coming in soon. This needs to be recognised as part of the professional registration requirements to ease the load overall. This is why I gave up on renewing my registration, it is just too much given that I also have no support from my employer to get to conference etc."

- Find ways to get CPD for people with little money / lack of worktime / cannot travel to main centres / cannot attend on the date it is offered

"I want LIANZA to create courses allied with the BOK's which are cheap and run in the evenings. How can I attend a course which costs hundreds of dollars? Make it free or really cheap and I will come. Also, advertise more free electronic upskilling opportunities, please? Maybe you could also put out a document with a series of free online materials which are appropriate PD for respective BOK's? I think LIANZA needs to examine itself in regards to equal opportunity and equal access. Your courses are too expensive! I don't understand why that needs to be the case in this day and age. Going to a LIANZA conference is an Elysian dream for me on my funny little wage - but that doesn't mean I am not a top notch professional who cares deeply about her own learning and that of her patrons!"

"An example of failure: Southland librarians cannot afford to fly to Nth Is for PD forum on Maori, they are told to read an article and reflect - yeah whatever..."

- Clarification of role of LIANZA in relation to SIGs in regard to CPD

"If registration REALLY did mean CPD then that would be good .. but so far this hasn't materialised. Special librarians are quite often ignored by LIANZA and the conference content is hopeless. SLIS do a really good job but I think that is more a reflection of the committee than support from LIANZA"

Review the revalidation administration process

- Simplify the revalidation journal process
 - It is time consuming and confusing
 - Provide clear guidelines for format

"I saw my colleagues have their journals returned and I thought, I can really do without this."

"The process is systems-focussed and requires mind-reading skills over the big-picture thinking needed from today's library and information specialists. I would prefer to write an essay rather than artificially fit my learning and development into boxes in a spreadsheet. . . "

"I know of several librarians who have not renewed their registration because of the cost. One team member seemed to put an extreme effort into renewing, taking several weeks. It consequently appears as an elite society from the outside."

"I think it is a good idea however the way the revalidation journal is set out...it would only appeal to those who have the tenacity to fill it out and be prepared to self-reflect on their learning. The only way I could get through completing my journal was by saying it was for the 'greater good'; I strongly feel that a better system needs to be set up. My hope is that the P.R. is yearly or two yearly and it's not so complex to fill out."

"don't agree with the overly complicated way revalidation is currently done using a poorly designed Excel workbook"

"I find revalidation very confusing, even after going to a seminar that was meant to explain it. BOKS are not clear."

"I do not understand why the revalidation process is so convoluted. Having attended a library weekend school I attended a support session aimed at those undergoing revalidation. It was oversubscribed and most of the confusion seemed to revolve around understanding and filling out the form! I'm afraid it seems like a torturous process developed by a committee so librarians can tick boxes rather than reflect in depth on training or reading and is covers extensive areas that are not appropriate for all librarians. having said this perhaps many of us

- Support for people who have not re-registered to come back in

Review the mentoring process

- Improve mentoring
 - Clarification of mentoring requirements and options
 - Make mentoring more real and rewarding for both parties
 - Train mentors to help with revalidation journals
 - Help students and graduates with mentors
 - Get many more mentors from all sectors and areas

“There are only four mentors registered in Auckland.”

“The current mentoring requirements are the biggest barrier I perceive for new graduates registering - especially for those who work in small specialist libraries or away from the main centres.”

“I believe the assignment of a mentor should be voluntary - I have a great deal of experience and don't believe I “need” a mentor, although I would be keen to have one for discussion and consultation.”

Lobby for wider employer support/industry

- Help managers to work requirements into individual PD plans
- LIANZA/Library managers need to convince employers to recognise it

recognition

“I feel there needs to be an employer focussed education campaign regarding the benefits to them employing a registered librarian. Particularly in small special libraries where staff may only be part time it takes time and effort to try and get across to a manager what registration means to the librarian and the organisation. There is little in the way of resourcing from LIANZA to support us and unfortunately many managers of libraries in organisations still view librarians and their skills in an old fashioned way (“What skills do you need to arrange books on shelves?” It's just glorified filing, even the secretaries can do it these attitudes are still prevalent in the special library world).”

‘I always supported registration as the beginning of an advocacy program for the profession, not an end in itself. I would like to see LIANZA taking on more of a 'union' role in addition to its 'professional college' role (like CILIP) as this could add strength to those library sectors that are losing ground (eg schools).”

“I think all professional level roles in libraries need prof reg - including IT support staff working within the library. The need to be able to add basic library theory to their core IT quals without necessarily requiring them to do a full library qual.”

I think there should be stepped degrees of registration as it might encourage students to enrol and those not in “professional roles” (we are all part of the same profession)”

“It is a pity that there are not levels of registration as in my home country. There you can register and do PD on one of 3 levels- the MLIS equivalent for those who need it e.g. managers and tertiary librarians; a degree/ post grad diploma level for e.g. public librarians, and a level 5 equivalent for library assistants. All are registered, and you can move up the ladder as you qualify further, but nobody feels that they need a qualification that is way beyond what they need in their job.”

“As a parent who works part time in a non 'library sector' there ought to be some middle ground alternative.”

...m rather than being recognised as a professional is an issue.”

...ory, it doesn't attract higher pay, it is not required by statute, use it or require it. How can it be made more of a big deal?”

...LIANZA is. For LIANZA to be effective, the profile of librarians e more recognition that LIANZA would be more like a council at least some ethics. But at present it just seems to be an elitist ifications and use them to go overseas to get a 'better' job and and fostering good relations among librarians and library readers) in NZ at all.”

...se employers/ managers who regard their librarian as sent to uld feel that they deserve access to career advancement and eer satisfaction.”

Introduce more flexibility for individual requirements

- Provide for monthly payment to spread cost

- A tiered or staircased model, with different levels of registration
 - Different qualifications
 - Flexibility for other information workers
 - Something for people who are working towards qualifications
 - Some option for people who are qualified/registered but need to take time out – hold them, don't lose them
 - Over 60s should not have to revalidate
- Longer revalidation period for Associates and Fellows

Give it time, let it settle in

"I think the revalidation periods for Associates and Fellows should be every 4 and 5 years (instead of 3 years)"

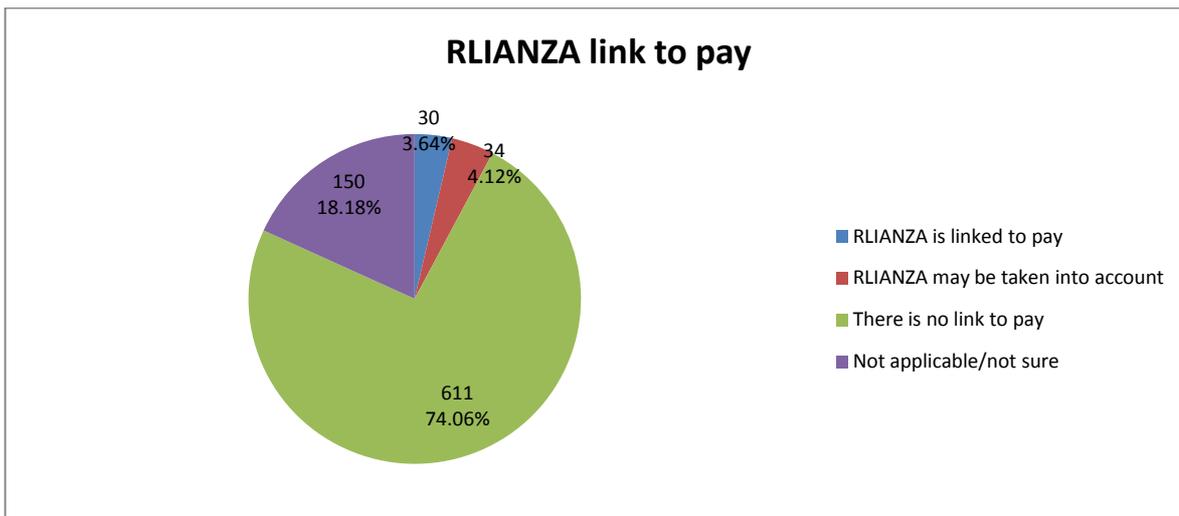
...of gripes about the process but it is quite new and I'm sure over a long time in a changing world essential we keep up and registration ensures involvement in CPD"

"At present, it seems to me that the Registration scheme is still feeling its way, and I'm not certain I see much impact in the broader scheme of things. And, as a librarian in a small special library, I'm not sure it ever will. I do, however, see benefits to the profession as a whole, which is why I will probably apply later this year."

4.13 I S

RLIANZA linked to pay?

This question explored whether there is a direct link between RLIANZA status and pay.



RLIANZA linked to pay	Total	%
RLIANZA is linked to pay	30	3.64
RLIANZA may be taken into account	34	4.12
There is no link to pay	611	74.06
Not applicable/not sure	150	18.18
TOTAL	825	

Most respondents to the survey answered this question. For only 3.64% of respondents (n=30) RLIANZA status has a direct link to pay, and in 4.12% of cases (n=34) it may be taken into account. Of the 30 who reported their pay is linked to their RLIANZA status, 20 are registered or have an application underway, 7 might or plan to apply, and 3 have no plans to apply.

Not surprisingly, given Auckland Libraries' requirement for professional registration in professional roles, 29 of these 30 respondents work in the public library sector, and the other one works in the special library sector.

Of the 34 who reported that RLIANZA may be taken into account in relation to pay, 22 are currently registered or in the process, 2 have let their membership lapse, 7 might or plan to apply, and one has no plan to apply.

20 of these roles are in public libraries, 6 in tertiary, 4 in schools, and 4 in the special library sector.

4.14 RLIANZA link to pay: Free-text comments

Participants were given the option of including full-text comments about their attitude to/experience of LIANZA Professional registration being linked to pay.

257 made comments (29.61% of all respondents to the survey), the spread between sectors and link to pay is shown in the table below:

	TOTAL	% of total respondents from sector	Yes	No	May
Public	96	31.68	14	65	8
Tertiary	56	28.28		55	1
School	45	34.88		44	1
Special	43	25.75		43	
National	11	32.35		11	
Other	6	16.22		6	
TOTAL	257	29.61	14	224	10

A range of different pay structures were mentioned in the answers here, ranging from banding through Strategic Performance pay to one organisation that has no pay structure for library staff.

This section has been organised into themes according to the opinion of the respondent. It concludes with a “General Comments” section and one specifically focused on school library points of view, which differs from that of other respondents in places.

4.14.1 Key themes (Summary)

- Linked to pay
- May be linked to pay/desirable for a position
- Not linked to pay
- Not linked to pay but may have a positive effect
- Should be recognised in pay
- Although not linked to pay, should be supported
- Should not be linked to pay
- RLIANZA requirements do not match employer requirements
- General comments
- School Library points

4.14.2 Key themes, illustrated with quotes

Linked to pay

- A requirement for a position, so indirectly linked to pay
 - If you do not have RLIANZA you cannot get the position, and therefore higher pay. (Note: All 14 who said RLIANZA is linked with pay work in a public library in a large city. Several specifically mentioned Auckland Libraries or Auckland Council in their comments, and the researcher assumes that most if not all of these 14

work for Auckland Council. There were also several comments from public library staff who are in roles that do not require RLIANZA, but stating that more senior positions in their library do. Presumably these were also Auckland Libraries staff. The tone of these comments was almost totally positive about RLIANZA as they were clearly aware of the requirements, were being supported to attain qualifications and revalidation, could see a

practical benefit of it and felt it was respected, in marked contrast to people who work in organisations which do not require it).

"Being registered is a requirement in many of the senior positions in Auckland Council. If a person in a senior job does not have registration then their pay is lower."

"Cannot progress to a senior librarian position without registration. Required for advancement which is also a pay increase."

"I got huge increase after that - all my effort and hard study - it is worth it"

"I work with colleagues who are paid more than me because they are registered"

"Professional registration is one of the factors effecting the banding of all jobs over a certain level"

"Auckland has linked registration to professional positions, I hope other organizations will follow. If it is not seen to be linked to career promotion/pay it will fail. People have to see tangible benefits."

"It would be very nice if this was linked to pay at all Bands as it would encourage a more Professional standard to cover all roles. Currently pay is connected to Bands and not all bands require registration."

May be linked to pay/desirable for a position

- The position needs to pay for professional skills – don't say it is required or desirable then pay a low rate

"We managed to get it acknowledged in our job descriptions, and also our contracts provide for payment of LIANZA fees. It's not really understood though, and our job description does only say "eligible for" not "required". (special)

"I feel that my organisation recognises the effort that staff take to attain and maintain professional registration. Staff that hold professional registration seem to hold a broader knowledge and a true supporters of libraries, librarians and of course reading." (public)

"I was told that being professionally registered will hold me in advantage over someone who isn't when it came to job opportunities." (National)

"Not directly linked to pay but certainly helps your chances of securing roles when applying for jobs."

"Eligibility for RLIANZA is the bar for gaining a qualified position in my area of the library, though it is different elsewhere in the organisation. Actual registration is not required, but is wise for those with older qualifications who may wish to move up or onwards, so is encouraged." (National)

"I've become slightly disillusioned about registration - when I was registered I applied for a job that listed it as "desired" - I assumed that I would get a decent salary if I got the job in question. I was shocked and disappointed to find that even though registration was preferred, the salary was almost below what one could comfortably live on. If the salary was so bad, the employer should never have listed registration as desirable. It's an insult to the process of registration itself."

- If a role is not eligible for RLIANZA in an organisation where RLIANZA is recognised, can be demotivating

"feels like the role is not as valued as it does not meet requirements for being able to apply for professional registration even though I achieve fantastic measurable results for my organisation and I am an active member of a professional association."

Not linked to pay

- People spend a lot of effort for no reward
- You have to pay to register but get no financial reward
- No benefits from registering
- Difficult to afford registration
- Pay is linked to the position not the qualifications of the person holding it
- No recognition that having a qualified librarian is needed, let alone professional registration (school and special)
- HR is aware of it but does not reward it

Not linked to pay but may have a positive effect

- Skills learned through CPD can result in improved job performance and this may result in pay rises.
- More subsidy for CPD courses

Should be recognised in pay

- Reward for getting degree and keeping up to date
- Incentive for others to upskill
- Ensure the programme survives

“We already have quite a robust system in place for performance evaluation so whatever I do at my job is also related or impacts on professional registration and vice versa, so the impact is not any different anyway. Doing the validation journal in fact helps with job performance evaluation.” (tertiary)

“There is a strong perception amongst my colleagues that any activities that would count towards professional registration (e.g. presenting at a conference) should count in their own right if you are applying for a new job, payrise etc.” (tertiary)

“I worked previously in England, where becoming chartered meant a pay rise. That made it more likely that staff did it.”

“I would like my organisation to embrace the registration process - at the moment it is a purely personal decision on the part of the individual”

“If there was an inkling that it would positively influence my wage I would sign up tomorrow”

“My employers do pay for my registration. It would be nice if it was promoted/encouraged more and a good way to do this would be with a recognition through pay”

- Extra pay would be nice

Although not linked to pay, should be supported

- Pay all or some of the fee
 - Particularly if it is required in the role
- Pay to send to some CPD
- Paid time off to attend CPD (note that time away means a work backlog is created)
- Paid time to complete revalidation requirements

“Combined Lianza and rego was \$240 plus and employer did not want to pay.”

“I wish prof reg was a requirement for librarian (incl senior, executive and mgmt staff) positions at my work. Then I would feel like my personal investment in myself counts for something with my employer. I feel my LIANZA membership at least, should be paid for by my employer especially when I contribute so regularly and obviously to the wider profession.”

“The management team at my library will soon be considering an approach from staff to provide financial support in relation to the costs of remaining registered. (We have had an initial approach from one staff member, and we have requested a business case be presented.”

- To motivate people

“Before registration, we were able to have one organisational LIANZA membership to cover 3 part time staff. After registration, this increased to 3 LIANZA memberships and 3 registrations fees. There were no visible benefits, either to the organisation as a whole, or to us as individual employees, for the increased financial outlay associated with registration. We could not justify continuing with it.”

“There is a financial incentive to be a LIANZA member (you pay your fees, and you more than get them back with the reduced cost that you pay for courses, conferences, etc.). There are currently no financial benefits to professional registration, it is just something that takes time and money out of my pocket. There is no incentive for my employer to pay this fee (they do not save any money if I enrol in courses, etc.).” (tertiary)

“I’ll resign if they ever link our pay to such a ridiculous thing!” (tertiary)

“I would be fairly upset at this stage in my career if my organisation wanted me to be registered (on top of 3 degrees) in order to do my job competently. We also have an extensive training and personal development programme available.” (tertiary)

the whole BOK

Should not be linked to pay

RLIANZA requirements do not match employer requirements

- RLIANZA is not compulsory for librarians therefore not recognised by parent organisation, compared with other professions
- I am paid to do my job, not to get trained in

- Librarians do not advocate its value to the wider organisation

“I am not sure how well professional registration has communicated itself outside the profession - for real relationships with pay it needs to be understood by non-library decision makers.”

“My organisation pays more to engineers, accountants etc. who are professionally registered but does not recognise librarians as professionals. I believe this has a lot to do with gender bias and the fact that librarians, generally, don't promote themselves or the profession particularly well.”

“Registration is not required for any position and given the collective contract I doubt it would be legal or ethical to offer different pay rates.”

- Requirements may change over time

“There is no current relationship between registration and pay in my organisation. However other organisations that I respect are requiring registration for their employees and this is encouraging for the sector”

“Like the idea - joined as I hope it will raise Librarianship as a recognised profession in NZ.”

- Variation between organisation/location/sector
- Unfair that one organisation requires it and others do not
- Not important/recognised in smaller centres/schools where many staff lack LIS qualifications
- Concerning when one library does not value qualifications

"I think it is hard that we are expected to put in hours of after-work time for no recompense, and when people in higher positions (not necessary at this library) are not registered. This is particularly relevant for people who

"I think Professional Registration was sold to librarians with the promise that "professionalism" would result in higher pay. In the special library sector, this is not true. Employers care that you meet their business objectives - they don't care otherwise. If you meet organisational objectives, your pay will reflect the value they place on your service. If you don't meet organisational objectives, you don't survive. They couldn't care less what title you call yourself, what academic qualification you possess, or what claims you make to "professionalism"."

"I think a link to pay would encourage staff to consider professional registration. This in turn would induce a commitment to CPD, which will strengthen the profession in turn."

"Employer won't even give us cost of living increases at present, so getting paid recognition for Professional Registration is hoping for too much!"

"Given the arbitrary hoops required to jump through for LIANZA registration, the complete lack of usefulness, and the time it takes to complete, I do not feel employers should encourage it with pay incentives. These would just force people to go through an unnecessary procedure with no benefit just to get extra pay. Increased numbers would make LIANZA consider their system a success, when the sole reason for more registrations is increased employer pay rather than the usefulness of the scheme."

"I would support the reinstatement of the remuneration survey as it was a helpful benchmarking tool in my sector"

"I am in the process of getting my first revalidation journal to be accepted. In reality, it is up to me whether I wanted to continue with registration. It has been quite difficult to get the motivation to continue with professional registration; the organisation only paid for one year of the initial registration. It isn't 'valued' and I don't see my pay will increase as a result of being registered."

"Paying more for a librarian who is Registered would need to convince my employing organisation that a registered librarian has significantly more to offer than a non-registered librarian. There is no safety issue addressed by registration, as there is with teaching, plumbing, building and accounting. What does registration offer employers that a qualification doesn't? Employers are usually the least likely group to understand what qualifications actually mean (this is based on knowledge of the research) and registration is, to my mind, a step further along, so a great deal of work needs to be done if employers are to be convinced that registration is desirable and worth paying for. Heck, a big portion of the profession needs convincing!" (special)

General comments (all Sectors)

School Library points

- It is not recognised in the NZEI Support Staff agreement – qualifications earn you:
 - Get 58 cents/hour more for a degree
 - Get 44cents/hour more for holding a Level 6 Diploma / NZLSCert
 - Level 5 Diploma is recognised in pay (no amount mentioned)
- Some schools will pay for SLANZA but not LIANZA membership or professional registration
- Do not know professional registration exists
- General comments:

"I would like to see librarians recompensed for the effort and work they put in to keep current with events and requirements to uphold their professional registration. Having a diploma is important but the upkeep of your knowledge base is really important to keep pace with what is happening in the information world that surrounds us, and this work should be recognised."

"School librarians would appreciate LIANZA lobbying on their behalf. It would be good for registration to be acknowledged as a step up from a library diploma-level qualification."

"Remuneration? We are employed during term time only, and max annual income possible is around \$35,000."

"If schools can't afford teachers, they are unlikely to consider increasing the salaries of support staff."

"If the boss thought he would have to pay more for someone registered, then that person would not get the job."

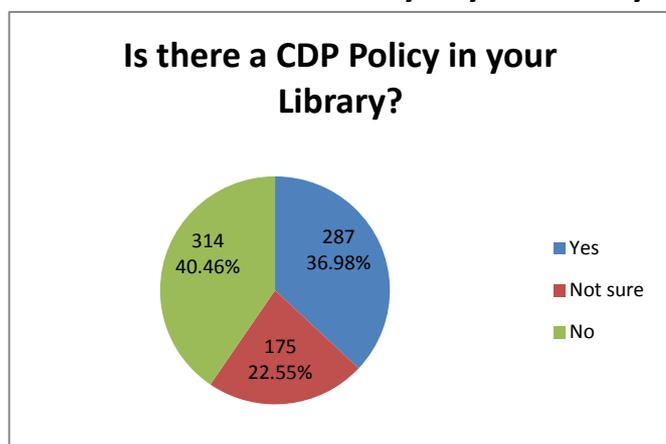
"Our pay is set out in the NZEI guidelines. As such it is tied into bulk funding in schools. To negotiate beyond the guidelines is a uphill struggle as schools are extremely short of money. At the current time, I would suggest that school librarians are very vulnerable if there are cuts to be made. Most school librarians would find that belonging to LIANZA as an expensive exercise, especially as we cannot see any benefits to us. I feel that we are running a two tiered system - LIANZA for the "professional/corporate librarians" and SLANZA for all other library employees. - I could be wrong but that's how it appears."

"It would be great if you sent my employer a pamphlet or letter outlining the benefits of having a professionally registered librarian/library manager and encouraging him to make a financial incentive!!!"

5 Continuing Professional Development (CPD)

This section explores the level of awareness of CDP policy in libraries, the impact (if any) of LIANZA Professional Registration on CDP support and provision, and library staff attitudes to CPD.

5.1 Is there a CPD Policy in your library?



Is there a CDP policy	Total	%
Yes	287	36.98
Not sure	175	22.55
No	314	40.46
TOTAL	776	

Around a third of respondents who answered this question (36.98%, n=287) reported that their place of employment has a CDP policy. The high level of uncertainty (22.55%, n=175) indicates that policies may not be adequately made available to staff in some workplaces. There is potential to develop and promote such policies.

5.2 Impact of RLIANZA on CPD practices

Only 454 respondents answered this section. They were invited to tick all answers that applied to them, so responses are given as percentages out of 454.

CPD Opportunities	Total	%
There is no difference in the CPD opportunities offered to librarians who have RLIANZA and those who are not registered	334	75.06
Employers are more willing to support people studying towards qualifications with subsidies, time off for study, etc	68	15.28
The employer supports an informal/online group for revalidation	58	13.03
More CPD opportunities are offered to librarians than before LIANZA Professional Registration was established	54	12.13
There has been some confusion about what CPD is required for revalidation	53	11.91
Librarians with RLIANZA are sometimes given priority if not all librarians can attend a particular course	38	8.54
The employer provides mentoring for revalidation	38	8.54
Librarians with RLIANZA are offered more CPD opportunities than other librarians	29	6.52
The employer supports a facilitated formal group for revalidation	20	4.49
Managers use the professional registration framework in their supervision/mentoring	17	3.82
Librarians with RLIANZA sometimes choose not to attend courses because they do not contribute to their revalidation	12	2.70
The training budget has increased since LIANZA Professional Registration was established	11	2.47
NUMBER OF RESPONDENTS	445	

Three quarters of respondents (75.06%, n=334) indicated that RLIANZA holders do not get treated any differently to other staff in regard to CPD opportunities.

15.28% (n=68) indicated that their employer provided financial subsidies, time off or other support when studying.

5.3 Impact of RLIANZA on CPD: Free-text comments

Participants were invited to make free-text comments on this, and 104 (11.98% of all respondents) did so.

Sector	Number	% of total respondents from sector
Public	30	9.90
Tertiary	22	11.11
Special	28	16.77
School	16	12.40
National	2	5.88
Other	6	16.22
TOTAL	104	11.98

Comments from all sectors were in agreement – there is virtually no difference. People from all sectors contributed comments that the training budget has been reduced or frozen. A small number of tertiary and public library comments indicated good ongoing access to CPD.

- Registration makes a difference
 - Most training is targeted at registered people (public)
 - Used to - changed when new manager was appointed
- No requirement to be registered
 - CPD is well funded
- Shared equally among all staff
- Training budget has been cut
 - Not enough CPD to meet registration requirements anyway
 - Not enough CPD opportunities in our region anyway
 - Budgets cut so much more emphasis on internal training
 - Employer thinks staff should be grateful for any CPD

“The only thing that might make a difference to who can attend a particular course (if numbers are limited) is LIANZA membership, because LIANZA members are cheaper to send.”

“it has not lead to any increase in my CPD or that of any of my peers in the organisation. The only result is that I am spending time recording it in an artificial way. Because of this I see no need to require this of people I am recruiting for the organisation.”

“As a manager, my obligation is to ensure all my staff are offered training and development opportunities, not just professionally registered staff. Training is available on a needs-basis, so there is no bias to ensure professionally registered staff are the top (or only) priority” (public)

“As a manager I have considered using the framework in coaching an underperforming staff member but decided against it as I don't believe more development will address the non-performance issues. Staff in our Library have always been well supported in CPD so registration has not made any significant difference to us.” (tertiary)

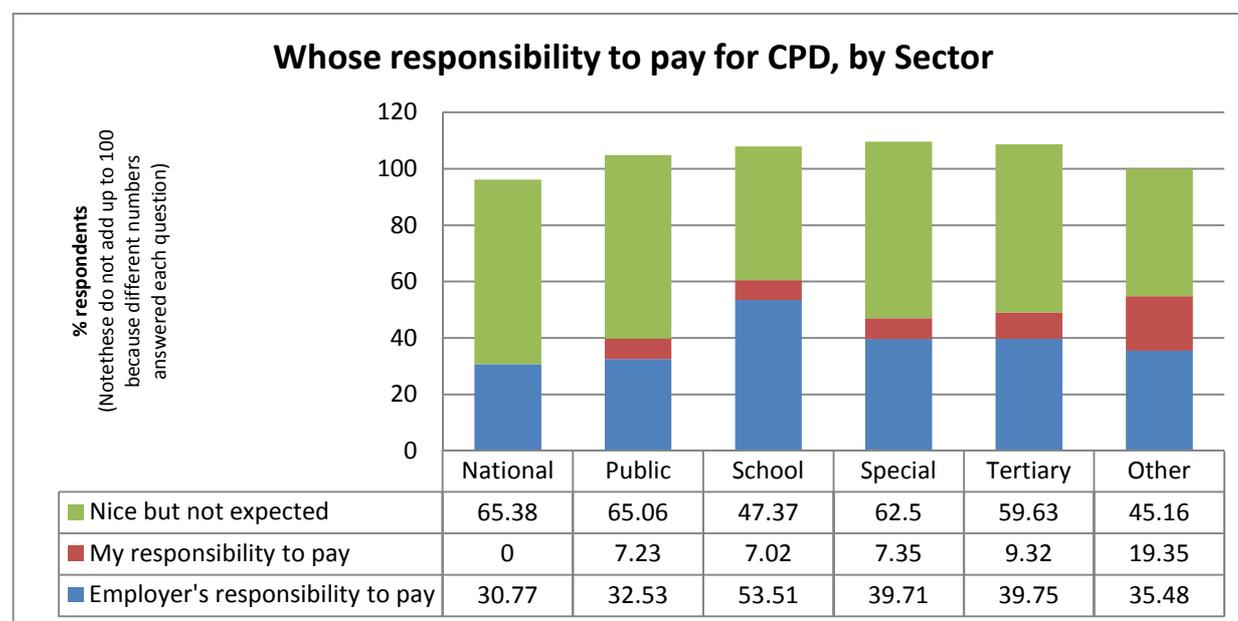
- Support for revalidation
 - Small amount of time permitted for related activities
 - Most revalidation journal activities/meetings done in own time
 - Manager provides mentoring and support

5.4 Responsibility to pay for CDP

717 respondents answered at least part of this block of questions. Of these, 54 respondents gave more than one answer to the question.

Attitudes to paying for CDP	Total	%
It is nice when my employer contributes, but I don't expect it	428	59.69
It is my employer's responsibility to pay, as they get the benefit	279	38.91
It is my responsibility to pay, as I get the benefit	57	7.95
TOTAL Respondents	717	

Almost two thirds of respondents (59.697%, n=428) do not expect their employer to pay for CDP, but appreciate it when it happens. Most of the other respondents think it is the employer's responsibility, with only 7.95% (n=57) thinking that CPD should be self-funded.



5.4.1 Employer's responsibility to pay

Sector	Total in sector	Employer's responsibility to pay	%
School	114	61	53.51
Tertiary	161	64	39.75
Special	136	54	39.71
Other	31	11	35.48
Public	249	81	32.53
National	26	8	30.77
TOTAL	717	279	

When examined by sector, there is a clear trend. More than half of the school librarians (53.51%, n=61) thought that it was the employer's responsibility to pay for CPD, because they get the benefit.

Expectation was also high in the tertiary (39.75%, n=64) and special library sectors (39.71%, n=54), and lowest amongst public (32.53%, n=81) and National library (30.77%, n=8) respondents.

5.4.2 My responsibility to pay

Sector	Total in sector	My responsibility to pay	%
Other	31	6	19.35
Tertiary	161	15	9.32
Special	136	10	7.35
Public	249	18	7.23
School	114	8	7.02
National	26	0	0
TOTAL	717	57	

The number of respondents who thought it was their own responsibility to pay for CPD was small (n=57), and as 44 people also indicated one of the other answers (29 indicated "it is nice" and 25 also indicated "employer's responsibility") these responses lack validity. As might be expected, the highest group here is Other (n=31), which included independent information professionals working as educators, consultants and for library supply companies as well as some specialist information environments, were the most willing to pay for their own CPD. The very low level of school responses (7.02%, n=8) is worrying, given anecdotal evidence of lack of employer support for CPD for school librarians, but may also reflect the low pay in this sector.

5.4.3 It is nice when the employer pays, but it is not expected

Sector	Total in sector	Nice but not expected	%
National	26	17	65.38
Public	249	162	65.06
Special	136	85	62.50
Tertiary	161	96	59.63
School	114	54	47.37
Other	31	14	45.16
TOTAL	717	428	

There was a high level of agreement that responsibility must be shared.

5.5 Responsibility to pay for CPD: Free-text comments

Respondents were invited to add comments. 174 (20.05% of respondents) did. The table below shows that responses were roughly proportionate between sectors.

Sector	Number	% of total respondents from sector
Public	57	18.81
Tertiary	42	21.21
Special	36	21.56
School	22	17.05
National	7	20.59
Other	10	27.03
TOTAL	174	20.05

Comments reveal huge amount of overlap in attitudes.

- Depends on budget
 - Small employers just cannot afford it
 - We have own budget but has to be shared within team
 - Can be difficult to get approval even if there is a budget
 - 50% split
- Employer should pay for job-related CPD

“We are a small team so everyone can’t go to everything, so sharing back what has been learned to the team is essential.”

“I expect the employer to contribute because they get the benefit and to me it is “work”. ... Even with direct benefit I am more likely to have an attitude that if they refuse to support us they can’t expect to see benefit.”

“Application to attend and be funded for CDP is considered on the basis of how it will benefit the organisation. Benefit to the individual is not a criteria”

“If my employer requires it I believe they should pay financially, if I choose to do it myself I am willing to pay towards it”

- Employer has a responsibility to provide career related CPD
- Employer cannot pay more salary, so should fund training and support in work time
- When you do any CPD it should be primarily job-related
- Employers should support CPD but they don’t/can’t
- CPD too expensive to afford without help
 - Some courses cost too much
 - Try not to request attendance at expensive courses/conferences
 - Part time workers have less time and money
 - Courses and conferences can include travel and accommodation
 - Have self-funded in the past but cannot/will not any more
- Support for study is good – do in own time, but benefits us both.
 - Not possible in all organisations to fully fund study, but a contribution makes a difference

“Most school librarians work school hours, term time only, on low pay. Many do not get the opportunity or a budget to do any PD.”

“Our employer does not reward qualifications and cpd through pay or job progression. It appears to employees that the more skills the employer can get in an employee for free, the better. “

“Given my current work/life balance, it is unlikely for me without some level of employer support, at other times in my life I would have been fine going it alone as I see the benefits to be beyond my current role.”

“It is difficult being part-time, with costs and time constraints making it more difficult to achieve than someone fulltime.”

- Am willing to pay for it myself
 - If not directly job related
 - Career interests taking in a different direction so doing non-library CPD
 - If I get personal benefit
- Grateful to work in an organisation with good CPD

“My school has always paid for courses fully, and they paid for half of each of my papers once I had passed them”

“It is a huge help financially to have an employer that supports and pays for professional development. I don't think that I would have undertaken further study without that support.”

“I pay to attend web conferences in my own time and my employer benefits from this. However I also benefit personally for many CPD opportunities they fund.”

“I expect some ongoing training in any occupation, but am also prepared to organise some things for myself.”
I have been given study time around Revalidation time, which was helpful and paid time to attend conference, but I paid my own fees”

- In-house CPD is free
 - Need to know what is available and how to apply for it
- CPD available through professional association
 - SLANZA does good low cost CPD
- CPD does not have to cost money
- Attitude to CPD reflects attitude to job/career
 - If it is just a job to you, then training should be in work time and work-funded
 - If it is a career you need to invest your own time and energy

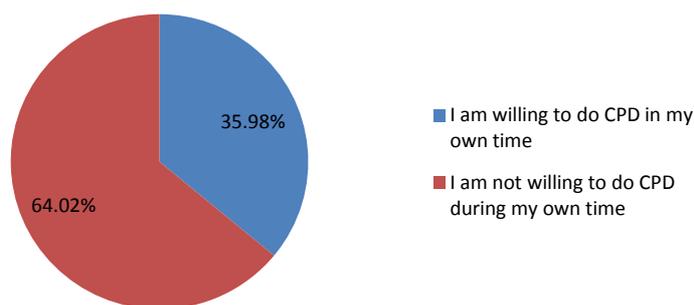
there are other ways like workplace opportunities and reading articles/discussions with other professionals are just as cost effective.”

“The financial costs are relatively small. I fear for libraries when so many librarians think that professional development should be completely in work time and free.”

“For me the library is a job, not a career.”

5.6 When CPD should be done

Willingness to do CPD in own time



Attitudes to time commitment for CDP	Total	%
I am willing to do CPD in my own time	258	35.98
TOTAL Respondents	717	

Just over one third of respondents to this block of questions (35.98%, n=258) were willing to do CPD in their own time.

Analysed by sector, we see that there is a relatively even spread across all sectors. The Other group (n=13, 41.94% of those who responded to this group of questions), which includes independent information professionals and some working in specialist fields, is the most willing to do extra training in their own time, followed closely by school librarians of which 41.23% (n=114) are willing to do extra training in their own time.

Sector	Willing to do CPD in own time	Total in sector	%
Other	13	31	41.94
School	47	114	41.23
Tertiary	61	161	37.89
Special	49	136	36.03
Public	80	249	32.13
National	8	26	30.77
TOTAL	258	717	35.98

5.7 When CPD should be done: Free-text comments

The free-text comments gave some insights into these answers.

- Willing to do some in my own time
- If not directly related to work
- Some CPD is free and valuable – willing to give own time for free
- Willing to pay for some travel and accommodation costs/time
- Part-time staff mostly have to do it in own time
- Already studying for/studied for qualification in own time – need a break
- Life too busy to do in own time
 - Time off for study, assignments etc
- Used to do things in own time – will not any more

“I think you should do some CPD in your own time. Not being registered does not stop me from doing CPD”

- CPD done in work time has problems

“We shouldn't have to do CPD in our own time, you shouldn't have to sacrifice your family, well-being, health, etc. for a workplace qualification.”

“I used to be willing to do lots of things in my own time, but it seems to be very one-sided”

- - Your work piles up
 - Leaves library short staffed
 - Not everybody can go
- Willing to do so if employer pays (see earlier comments)

6 Progressing Careers

This section gave people a long list of different things that they might have done during their careers, and asked them to indicate, for those they had done, the degree to which they were useful for progressing their career.

This is a highly subjective set of questions which identifies the extent to which certain behaviours have been engaged in, and gives some indication of whether they have been beneficial to the individual.

The potential usefulness of this section is to provide insights for other people wanting to progress their careers.

6.1 Career advancement strategies

Respondents were asked to rank how useful each of the strategies that they had used were for their own career development. A statistical analysis of the mode, mean³ and standard deviations of these was undertaken. The green highlighting on these tables shows the mode (most frequent answer of those who answered this question).

³ Many researchers do not support using mean as an analysis tool for likert-type scales, so mean and mode are both given here.

6.1.1 Useful factors in career development, ranked by number of people who have used each (Total column)

Mode is highlighted in green

Activity	Very useful	Somewhat useful	Neutral	Not very useful	Not at all useful	Had a negative effect	TOTAL
Gained a LIS qualification	516	103	27	13	4	2	665
Been appointed to higher level jobs	370	134	24	8	6	1	543
Joined a professional association (e.g. LIANZA, TRW, SLANZA, PubSIG)	179	200	104	33	21	0	537
Actively networked via attendance at meetings, conferences etc	241	203	70	18	5	0	537
Actively participated in professional online networks (e.g. posting to NZ-Libs posted comments to someone else's blog, etc)	121	154	108	22	10	3	418
Joined a workplace project group or short-term committee	164	164	60	9	5	0	402
Gained professional registration from LIANZA/ another LIS organisation	89	103	110	41	56	1	400
Been appointed to jobs in other roles at the same level	206	131	46	9	5	0	397
Undertaken work-related study, other than towards a LIS qualification	191	124	44	9	1	1	370
Actively networked via giving presentations (at conferences etc)	155	147	55	8	3	0	368
Moved to a different sector (e.g. from an academic to a public library)	214	94	43	9	1	0	361
Been a staff, health and safety, social club or other workplace representative	74	119	97	29	6	1	326
Joined a professional association committee (e.g. LIANZA, TRW, SLANZA)	114	110	65	23	12	1	325
Moved to a different organisation in the same sector	179	65	47	8	3	0	302
Helped organise a professional association conference or other activity	114	103	49	12	6	0	284
Taken a short-term secondment	148	79	34	3	3	1	268
Joined a workplace committee that has been going for a long time with occasional membership changes	51	91	67	11	3	0	223
Volunteered in a library or other information organisation (e.g. archive)	86	71	44	7	3	0	211
Been a union representative	34	50	73	19	11	7	194
Gained an Associateship or Fellowship from LIANZA or an equivalent award	26	46	52	7	8	0	139
Undertaken a job swap	28	18	43	3	4	0	96

Parts of this question asked people to state the obvious – it is no surprise that gaining a LIS qualification (n=665), and being appointed to a higher level job (n=543), were the most commonly identified ways to progress one’s career, in terms of numbers of people who had used them.

Belonging to (n=537) and being active in a professional association, such as LIANZA, were the next most common strategies.

Notably, 211 respondents, which is a quarter (24.28%) of all respondents to the survey, said that they had furthered their career by volunteering in an information organisation. Volunteering is a widely recommended strategy for getting ones foot in the door of library employment, as discussed in Section 12.1.

6.1.2 Useful factors in career development, ranked by perceived usefulness of factor

Activity	Very useful	Somewh at useful	Neutral	Not very useful	Not at all useful	Had a negative effect	TOTAL
Gained a LIS qualification	516	103	27	13	4	2	665
Been appointed to higher level jobs	370	134	24	8	6	1	543
Moved to a different sector (e.g. from an academic to a public library)	214	94	43	9	1	0	361
Taken a short-term secondment	148	79	34	3	3	1	268
Moved to a different organisation in the same sector	179	65	47	8	3	0	302
Undertaken work-related study, other than towards a LIS qualification	191	124	44	9	1	1	370
Been appointed to jobs in other roles at the same level	206	131	46	9	5	0	397
Actively networked via attendance at meetings, conferences etc	241	203	70	18	5	0	537
Actively networked via giving presentations (at conferences etc)	155	147	55	8	3	0	368
Joined a workplace project group or short-term committee	164	164	60	9	5	0	402
Volunteered in a library or other information organisation (e.g. archive)	86	71	44	7	3	0	211
Helped organise a professional association conference or other activity	114	103	49	12	6	0	284
Joined a professional association (e.g. LIANZA, TRW, SLANZA, PubSIG)	179	200	104	33	21	0	537
Joined a professional association committee (e.g. LIANZA, TRW, SLANZA)	114	110	65	23	12	1	325
Actively participated in professional online networks (e.g. posting to NZ-Libs posted comments to someone else's blog, etc)	121	154	108	22	10	3	418
Joined a workplace committee that has been going for a long time with occasional membership changes	51	91	67	11	3	0	223
Been a staff, health and safety, social club or other workplace representative	74	119	97	29	6	1	326
Undertaken a job swap	28	18	43	3	4	0	96

Gained an Associateship or Fellowship from LIANZA or an equivalent award	26	46	52	7	8		0	139
Been a union representative	34	50	73	19	11		7	194
Gained professional registration from LIANZA/ another LIS organisation	89	103	110	41	56		1	400

The table above contains the same data as the previous table, with the Mode highlighted in green. However, it has been re-ordered to show the factors listed in order of mean (average answer). The weakness of this calculation is that there is no fixed interval between categories, so one person's neutral may be another person's "not very useful." However, it does allow a ranking that is finer than the mode and, as can be seen by the pattern formed by the green boxes (the mode), the ranking is mostly consistent with the mode responses.

After gaining a qualification and getting appointed to a higher level job, the most useful means of progressing ones career are moving between sectors or organisations within the same sector, or moving sideways (e.g. from Interloans to Cataloguing), thereby gaining a breadth of experience. Short-term secondments were also flagged as useful methods to progress ones career.

Undertaking work-related study other than a LIS qualification ranked 5th. Active involvement in a professional association in various ways was also seen as being useful to develop one's career.

Standard deviations, which identify how much or how little agreement there is with the preferred answer, were calculated and these calculations revealed that there was the widest range of opinions for the bottom four categories and the highest level of agreement in the top two.⁴

⁴ SD figures have not been included here but are available upon request.

7 Career Paths

This section gives insights into the career patterns of people working in the LIS field. 792 people answered this section. Some people answered more than one question which gives a more accurate overview of their situation, and percentages are calculated out of 792.

These questions explored the relationship of library work to work and careers in other industries, and taking time out to travel, raise families etc.

7.1 Patterns of employment in libraries

Career paths	TOTAL	%
I had one or more jobs in other industries before I started working in libraries, but most of my career has been in libraries	320	40.40
I had a career in one or more other industries before I started working in libraries	252	31.82
I travelled/raised a family/undertook other personal interests before I started work in libraries	175	22.10
I left library work to travel/raise a family/undertake other personal interests, then returned to library work	120	15.15
I have only ever worked in libraries	107	13.51
I left library work to work in a different industry, then returned to library work	69	8.71
I left library work to travel/raise a family/undertake other personal interests, and engaged in work in one or more other industries, then returned to library work	64	8.08
I have moved from library work and have a job/developed a career in another related industry	19	2.40
I have moved from library work and have developed a career in another industry that is not related to library work	9	1.14
I have moved from library work and am currently travelling/raising a family/undertaking other personal interests	8	1.01

13.51% (n=107) of respondents have only ever worked in libraries, and not had jobs in other industries or taken time out of their library careers for other reasons. Of these, only three said that they travelled, raised a family or pursued other interests before entering library work. This indicates that the majority of library workers (86.49%) have spent time doing things other than library work during their adult lives.

The largest number of respondents have spent most of their career in libraries but had one or more non-library jobs before entering library work (40.40%, n=320). Of these, 54 had also travelled, do family duties or pursued other interests before entering library work. Of course, this will range from those who had brief work experience in other industries (the researcher, for example, worked university holidays in a bookshop before entering library work) through to those with many years of work experience that they chose not to define as a career. Because of this, this analysis keeps this data separate from those who consider that they had a career in another industry before entering library work.

Almost a third of respondents (31.82% n=252) had a career in one or more non LIS industries before starting work in libraries. Of these almost half (47.62%, n=120) had also travelled, raised a family or pursued other interests before entering library work.

When this is combined with those who took time out during their library career to work in other industries⁵ (n=64, 8.08%), we can see that 38.38% (n=304) of library workers are drawing on work experience from other industries.

Less than a quarter (22.10%, n=175) had travelled, had family or pursued other non-work interest before starting their library careers, and a further 8.08% (n=64) had left library work to travel, do family duties or pursue other interests at some time during their library careers.

In total, just under a third of respondents (31.94%, n=253) have broken their library service to travel, raise families, pursue other interests or work in other industries.

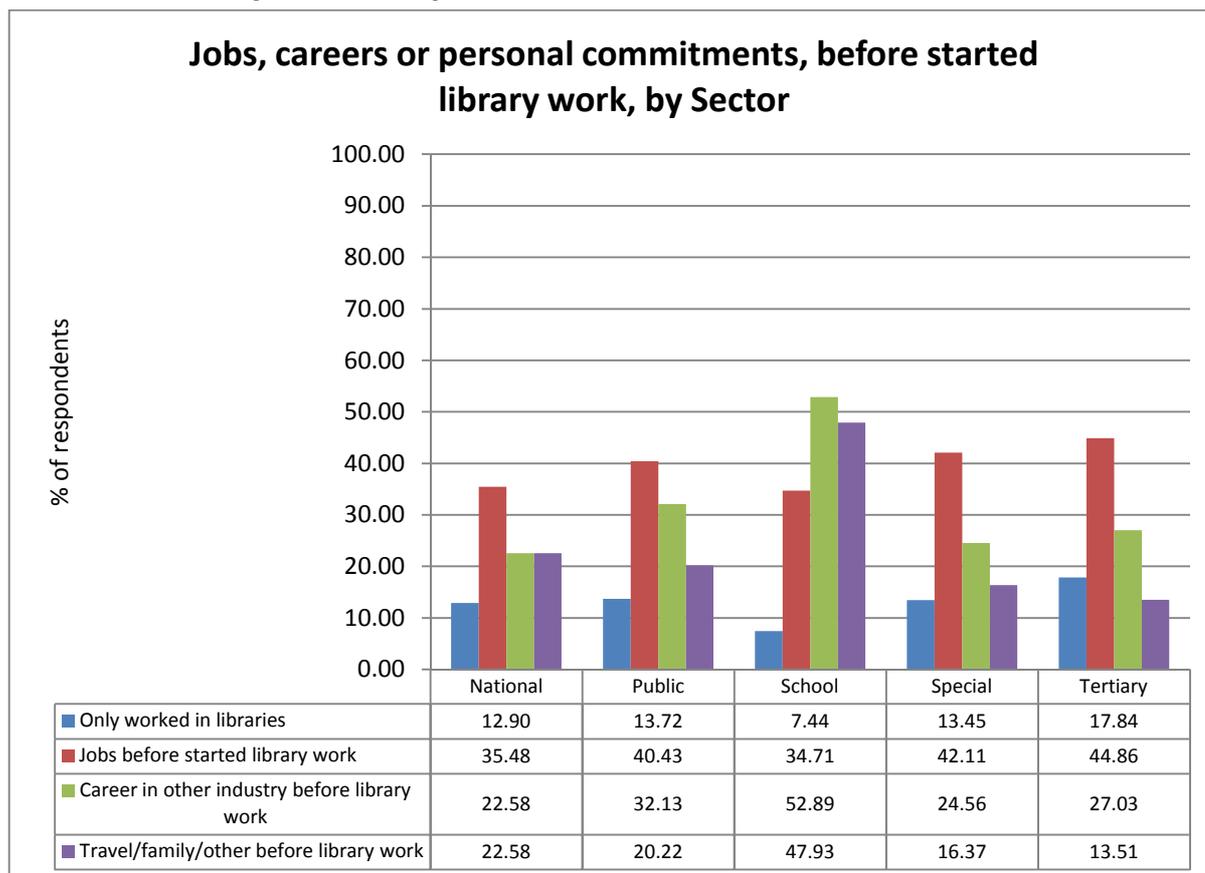
This survey was distributed in LIS email lists, but was designed to be inclusive of those who were no longer working in libraries, while acknowledging that it would not reach many. 19 respondents (2.40%) indicated they have moved from libraries into a related field, and 17 respondents (2.15%) have left library work for various reasons.

This gives insights into the skills and experience from other workplaces, industries, travel, family and other life events that library workers bring to their roles.

7.2 Career patterns

This section looks at the differences between sectors for each of these behaviours. The graphs below show the percentage from each sector who answered the question.

7.2.1 Pre-library work and personal activities



These four questions explored what people did before they started working in libraries.

⁵ 12 had a career before working in librarians and also broke their library career to do other work)

Overall 13.51% (n=107) of respondents said they had only ever worked in libraries, but an analysis by sector shows that tertiary library respondents are a little higher than the norm, and school library staff quite a lot lower.

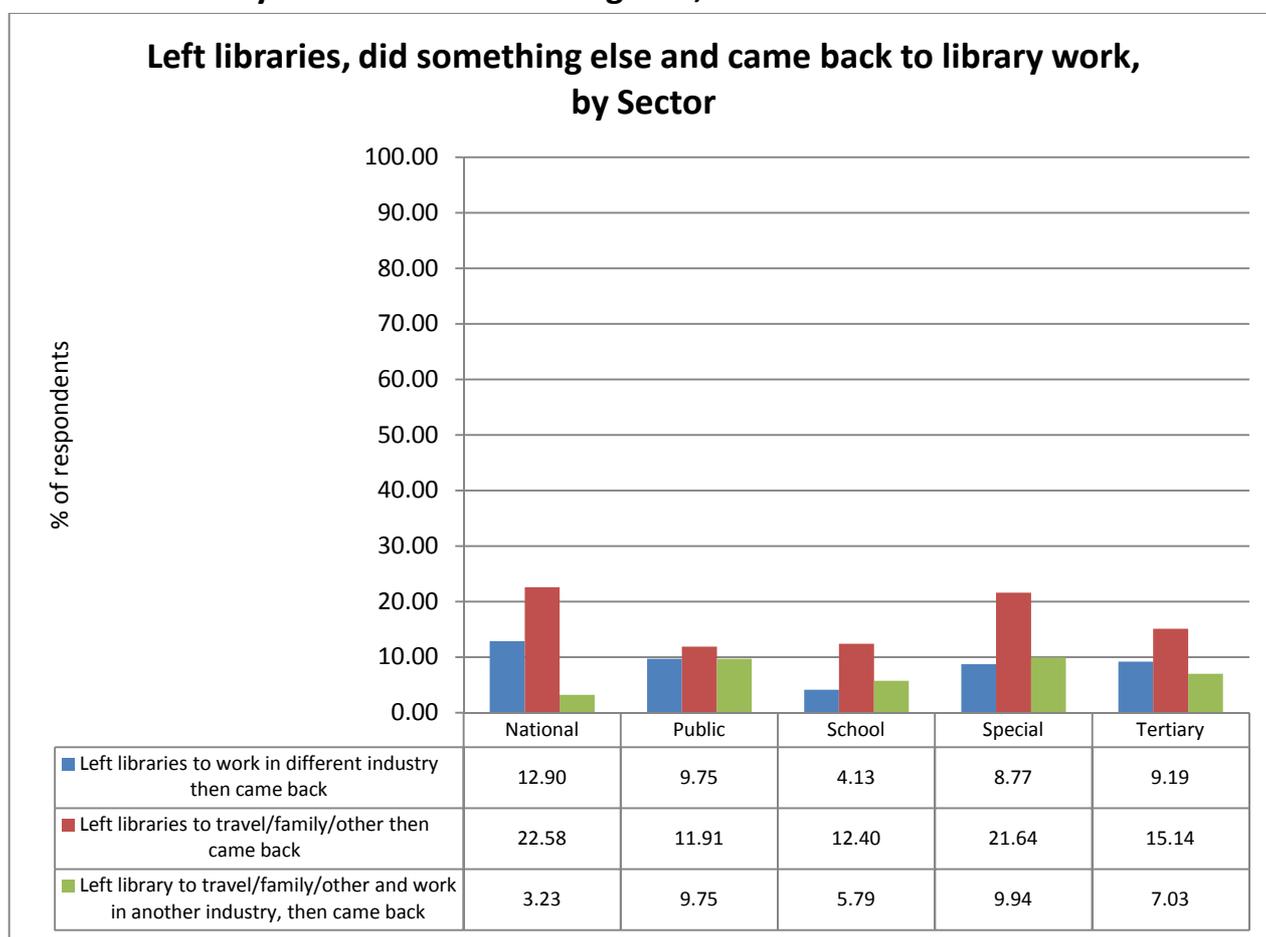
40.40% (n=320) of all respondents said they had a job or jobs before starting work in libraries but most of their career had been in libraries. Tertiary and special library respondents were a little more likely to fall into this category.

31.82% (n=252) of all respondents said they had a career in another industry before starting work in libraries. More than half (52.89%) of school librarians fell into that category, with National and special library staff being the lowest group.

22.10% (n=175) of all respondents said they had travelled, done family duties or followed personal interests before starting work in libraries. School library staff were much more likely to have done this (47.93%), while tertiary (13.51%) and special (16.37%) were the least likely to.

It would seem that all sectors apart from school libraries have a similar pattern of recruitment into library work, but that school libraries employ more people who have had careers in other industries or done personal activities before they start working in libraries.

7.2.2 Left library work to do something else, then returned



These three questions investigated “broken service” – people who had taken time out from library work to work in another industry, travel, perform family or pursued personal activities.

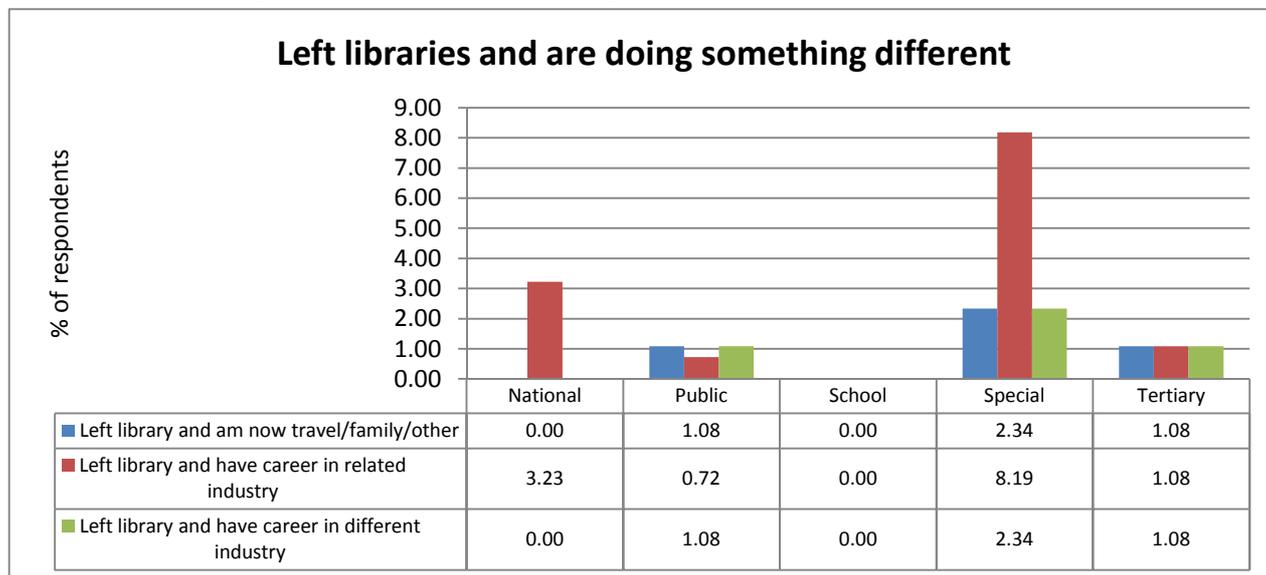
8.71% (n=69) respondents said they had left library work to work in another industry then returned to library work. School library respondents were least likely to do this.

15.15% (n=120) respondents said they had left library work to travel, perform family duties or pursue personal interests, then returned to library work. National and special library respondents reported the highest rate of this.

8.8% (n=64) had done both. This was most common amongst public and special library participants.

There is a relatively low level of broken service reported across all sectors, and patters seem consistent.

7.2.3 Left library work to do something else



These three questions explored what people who are no longer employed in library work are doing. This is a very small group (32) people and so cannot be generalised. It can be seen that the highest number of people doing this come from the special library field.

8 Job Advertisements

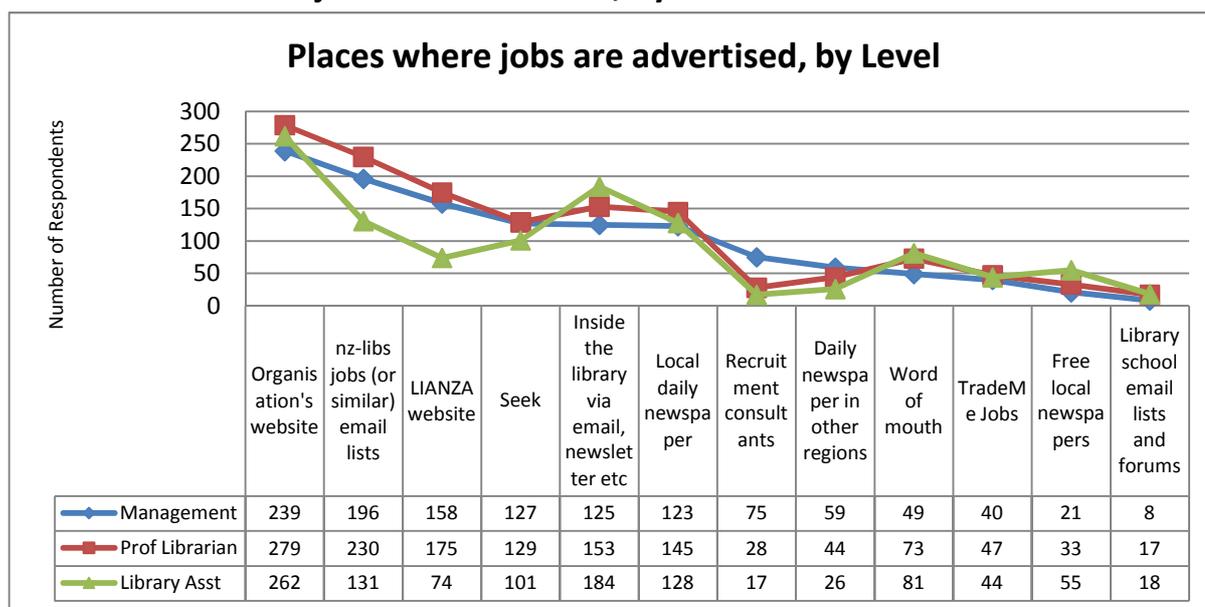
400 respondents answered this set of questions which sought to understand where jobs at different levels are advertised. Responses to this section are indicative only – not all respondents are actively involved in recruitment in their organisation, and therefore may not be aware of actual practice. Some organisations will be represented by a single staff member replying, while others may have several staff replying. However, some clear trends are evident which may be useful for job hunters and also for people working in the different sectors who are deciding where to advertise job vacancies.

In the survey, a list of possible places jobs could be advertised were presented, and respondents were asked to indicate which channels they thought their organisation would advertise jobs at three levels:

- Management
- Professional librarian (requiring LIS qualifications)
- Library Assistant (not requiring LIS qualifications)

Results have been analysed overall, and by sector. Percentages that are shown are the percentage of the 400 respondents who agreed with each statement.

8.1 Places where jobs are advertised, by level



This table shows where jobs at all levels are likely to be advertised, across all sectors.

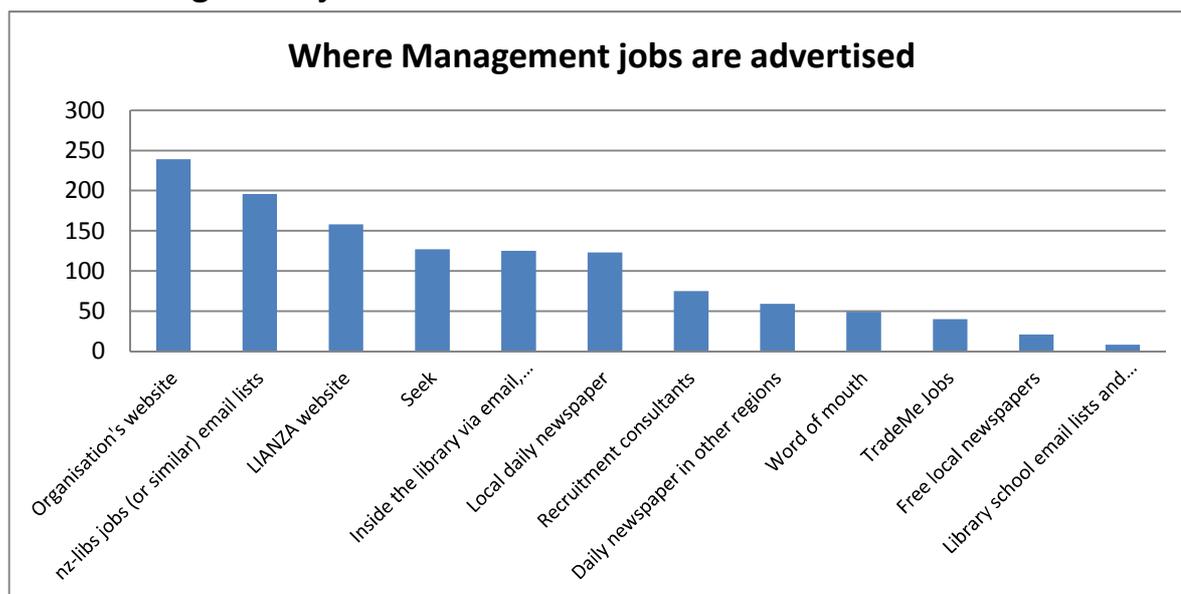
This suggests that people looking for jobs in libraries in general, regardless of sector or level, should:

- Monitor the websites of organisations they wish to work for
- Subscribe to nz-lib- jobs or other relevant email lists
- Look at the LIANZA website
- Check ads in local daily newspapers
- Search Seek

This is an indication for employers of where most potential recruits will see their ads too.

A detailed examination by level and by sector follows.

8.1.1 Management jobs



Place jobs are advertised	Management	%
Organisation's website	239	59.75
nz-libs jobs (or similar) email lists	196	49.00
LIANZA website	158	39.50
Seek	127	31.75
Inside the library via email, newsletter etc	125	31.25
Local daily newspaper	123	30.75
Recruitment consultants	75	18.75
Daily newspaper in other regions	59	14.75
Word of mouth	49	12.25
TradeMe Jobs	40	10.00
Free local newspapers	21	5.25
Library school email lists and forums	8	2.00

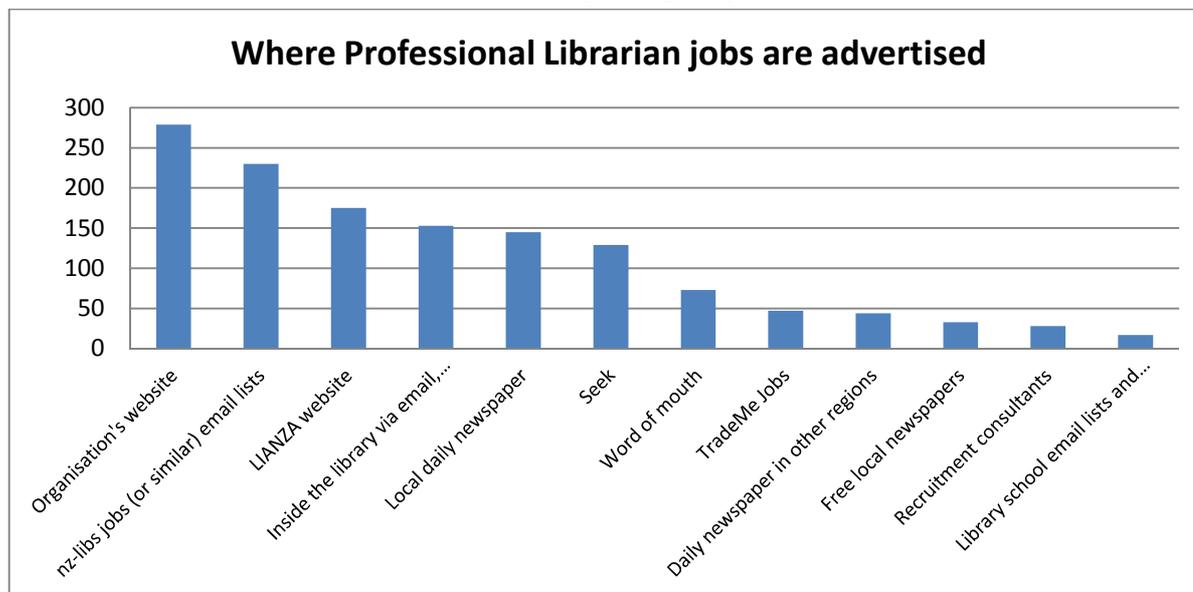
It would seem that the majority of Management jobs are advertised on the organisation's website. Interestingly, only a little over half as many respondents thought that management jobs would be advertised to existing staff via email, newsletter or other means. This suggests that in many organisations, staff are not routinely notified of managerial vacancies.

Industry-specific avenues (nz-libs jobs or similar email lists, and professional association websites such as LIANZA) were the next most common identified avenue. General job-seeking website Seek was much more likely to be used than TradeMe Jobs. The level of use of local daily newspaper was at the same level as Seek.

There appears to be a small level of use of recruitment consultants and advertising in daily newspapers in other regions, which are avenues typically chosen for high level or specialist positions.

Few people thought that free local newspapers or library school email lists and forums would be used to advertise management vacancies in their organisation.

8.1.2 Professional Librarian Jobs (requiring a qualification)



Place jobs are advertised	Prof Librarian	%
Organisation's website	279	69.75
nz-libs jobs (or similar) email lists	230	57.50
LIANZA website	175	43.75
Inside the library via email, newsletter etc	153	38.25
Local daily newspaper	145	36.25
Seek	129	32.25
Word of mouth	73	18.25
TradeMe Jobs	47	11.75
Daily newspaper in other regions	44	11.00
Free local newspapers	33	8.25
Recruitment consultants	28	7.00
Library school email lists and forums	17	4.25

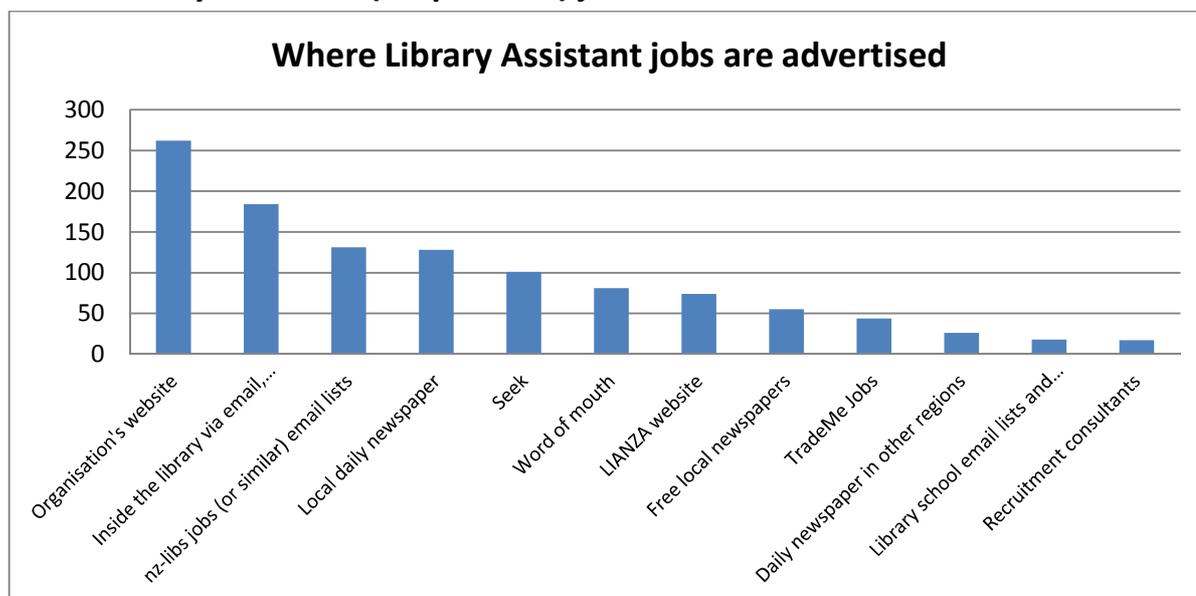
Again, the most common place that professional jobs get advertised is the organisation's website, and there was a slightly stronger response that indicated these vacancies are advertised internally. Industry specific email lists and websites were again the next most common, with more respondents thinking that professional level jobs would be advertised in these places than Management jobs.

Local daily newspapers were considered a little more likely to have such ads than Seek, although the level was quite similar. Again, TradeMe Jobs was much less likely to be used than Seek.

There was slightly less likelihood that jobs at this level would be advertised in daily newspapers in other regions, and a much lower rate of use of recruitment consultants than was found with management positions.

Although small in numbers, professional level jobs were considered more likely to be recruited via free local newspapers and library school channels than would management jobs.

8.1.3 Library Assistant (unqualified) jobs



Place jobs are advertised	Library Assistant	%
Organisation's website	262	65.50
Inside the library via email, newsletter etc	184	46.00
nz-libs jobs (or similar) email lists	131	32.75
Local daily newspaper	128	32.00
Seek	101	25.25
Word of mouth	81	20.25
LIANZA website	74	18.50
Free local newspapers	55	13.75
TradeMe Jobs	44	11.00
Daily newspaper in other regions	26	6.50
Library school email lists and forums	18	4.50
Recruitment consultants	17	4.25

Again, the organisation's website is the most likely to carry an ad, but in this case internal advertisement is the next most commonly used avenue.

Library assistant jobs were much more likely to be placed on nz-libs jobs email list (or similar) than on the LIANZA website, indicating that recruiters are less inclined to take that additional step for unqualified positions. In fact, Seek was more likely to be used than an industry-specific website, indicating the desire to cast the net beyond those already working in the industry.

Local daily newspapers were used more heavily than Seek.

There was the highest level of reliance on free daily newspapers for this level of job.

8.1.4 Recruitment websites

The survey asked about the level of use of three recruitment websites:

- **LIANZA Job Vacancies webpage** (<http://www.lianza.org.nz/career/vacancies>)
- **SEEK website** (<http://www.seek.co.nz/>)
- **TradeMe Jobs website** (<http://www.trademe.co.nz/jobs>)

Five job websites were mentioned in the comments that had not been included in the survey options:

- **New Zealand Government Jobs Online website** (<https://jobs.govt.nz/>). This was the most commonly identified place where jobs are advertised. This was mentioned by seven people in the special libraries sector, and one from the National Library.
- **SLANZA Vacancies webpage** (<http://www.slanza.org.nz/vacancies.html>) was mentioned by school librarians
- **Education Gazette Vacancies website** (<http://www.edgazette.govt.nz/Vacancies/>) was identified by school librarians.
- **Maori Pacific Jobs website** (<http://www.maoripacificjobs.co.nz/>) was identified by two respondents, one from the public library sector and one from the special library sector.
- **Snaphire website** (<http://snaphire.com/>) was mentioned by one special librarian

8.2 Places where jobs are advertised, by sector

This section analyses the sectoral variations in placement of advertising. In addition to the statistical data discussed above, 47 people made comments (of these 5 said they were unsure or expanded on an answer in the survey). These comments have been added to the analysis of the statistical data below.

Sector	Number
Special	19
Public	13
Tertiary	9
School	4
National	2
Other	0
TOTAL	47

There are distinct trends evident when these overall figures are compared with patterns in the different sectors. 380 responses were received to these questions which could be identified by sector. Note that because this data is not robust, statistical tests for significance have not been carried out. A simple calculation of a percentage difference from the norm has been undertaken to identify patterns in the data.

Key:

Green = 10.01% or more above the norm

Blue = 5.1%-10% above the norm

White = +/- 5% from the norm

Orange = 5.1%-10% below the norm

Red = 10.01% or more below the norm

This means that Green and Red results are quite different from the overall figures, and indicate a variation in practice in this sector.

Public Libraries

Places jobs are advertised	Mgt	%	% Diff from Norm	Prof Libn	%	% Diff from Norm	Lib Asst	%	% Diff from Norm
Organisation's website	100	75.19	15.44	117	87.97	18.22	111	83.46	17.96
nz-libs jobs (or similar) email lists	80	60.15	11.15	84	63.16	5.66	37	27.82	-4.93
Inside the library via email, newsletter etc	55	41.35	1.85	75	56.39	12.64	88	66.17	47.67
LIANZA website	81	60.90	29.15	73	54.89	22.64	27	20.30	-4.95
Local daily newspaper	52	39.10	7.85	65	48.87	10.62	62	46.62	0.62
Seek	49	36.84	6.09	46	34.59	-1.66	38	28.57	-3.43
Word of mouth	19	14.29	-4.46	25	18.80	11.80	24	18.05	13.80
TradeMe Jobs	21	15.79	1.04	24	18.05	7.05	21	15.79	9.29
Daily newspaper in other regions	33	24.81	12.56	24	18.05	-0.20	15	11.28	-8.97
Recruitment consultants	28	21.05	11.05	11	8.27	-3.48	6	4.51	-6.49
Free local newspapers	12	9.02	3.77	19	14.29	6.04	31	23.31	9.56
Library school email lists/forums	2	1.50	-0.50	3	2.26	-1.99	2	1.50	-3.00

A third of respondents to this set of questions were from the public library sector (n=133, 35%) and so it is not surprising that the responses from this sector were the most in line with overall trends.

Key points to note, in relation to the norm:

- Jobs at all levels are more likely to be advertised on the organisation's website
- Library Assistant jobs were much more likely to be advertised internally, with professional level vacancies also being promoted there more than the overall trend. Free local newspapers and word of mouth recruitment are also seen as important at these levels
- Management and professional level jobs are more likely to be advertised on nz-libs (or similar) email lists and the LIANZA website than other sectors. These avenues were less likely to be used to recruit library assistants.
- Management and professional level jobs are more likely to be advertised in the local daily newspapers, and management jobs may be advertised in other regions or use recruitment consultants.
- More organisations use Seek for management jobs, and TradeMe jobs for Professional and Library Assistant jobs.

13 respondents added comments:

- Personal and community contacts in the Maori and Pacific Island communities were mentioned by three respondents.
- Entry level jobs are advertised in the public areas of one library
- University careers service
- Specialist locations
- Sometimes appointments are made internally without being advertised at all

"Recently have been exploring other avenues to increase the diversity of applicants, especially those from minority groups"

"Websites specific to particular skill requirements"

Tertiary Libraries

Places jobs are advertised	Mgt	%	% Diff from Norm	Prof Libn	%	% Diff from Norm	Lib Asst	%	% Diff from Norm
Organisation's website	73	78.49	18.74	81	87.10	17.35	75	80.65	15.15
nz-libs jobs (or similar) email lists	54	58.06	9.06	57	61.29	3.79	36	38.71	5.96
Inside the library via email, newsletter etc	43	46.24	6.74	48	51.61	7.86	59	63.44	44.94
LIANZA website	42	45.16	13.41	48	51.61	19.36	23	24.73	-0.52
Local daily newspaper	40	43.01	11.76	38	40.86	2.61	27	29.03	-16.97
Seek	37	39.78	9.03	41	44.09	7.84	25	26.88	-5.12
Word of mouth	12	12.90	-5.85	15	16.13	9.13	17	18.28	14.03
TradeMe Jobs	5	5.38	-9.37	7	7.53	-3.47	6	6.45	-0.05
Daily newspaper in other regions	16	17.20	4.95	14	15.05	-3.20	5	5.38	-14.87
Recruitment consultants	22	23.66	13.66	4	4.30	-7.45	2	2.15	-8.85
Free local newspapers	1	1.08	-4.17	4	4.30	-3.95	8	8.60	-5.15
Library school email lists	0	0.00	-2.00	2	2.15	-2.10	1	1.08	-3.42

This sector was the next closest to the norm. 93 people provided answers.

Key points to note, in relation to the norm:

- Jobs at all levels are more likely to be advertised on the organisation's website
- Library Assistant jobs were much more likely to be advertised internally, with professional level and managerial vacancies also being promoted there more than the overall trend.
- Word of mouth recruitment is seen as important at library assistant and professional librarian levels
- Management and library assistant jobs are more likely to be advertised on nz-libs (or similar) email lists; while the LIANZA website is used to advertise management and professional jobs more than other sectors.
- Management jobs are more likely to be advertised in the local daily newspapers, but there is no trend for them to be advertised in other regions more than other sectors. Some use is made of recruitment consultants.
- Library Assistant jobs are less likely to be advertised in local daily newspapers than the same level vacancies in other sectors.
- More organisations use Seek for management and professional level jobs, and there is a lower level of posting of management jobs on TradeMe jobs than in other sectors.

Nine respondents added comments:

- Student Job Search for part-time positions
- ALIA (Advertising in Australia)

Special Libraries

Places jobs are advertised	Mgt	%	% Diff from Norm	Prof Libn	%	% Diff from Norm	Lib Asst	%	% Diff from Norm
Organisation's website	49	52.69	-7.06	57	61.29	-8.46	57	61.29	-4.21
nz-libs jobs (or similar) email lists	48	51.61	2.61	64	68.82	11.32	42	45.16	12.41
Inside the library via email, newsletter etc	19	20.43	-19.07	22	23.66	-20.09	27	29.03	10.53
LIANZA website	25	26.88	-4.87	39	41.94	9.69	19	20.43	-4.82
Local daily newspaper	14	15.05	-16.20	16	17.20	-21.05	14	15.05	-30.95
Seek	32	34.41	3.66	33	35.48	-0.77	31	33.33	1.33
Word of mouth	12	12.90	-5.85	22	23.66	16.66	26	27.96	23.71
TradeMe Jobs	11	11.83	-2.92	13	13.98	2.98	14	15.05	8.55
Daily newspaper in other regions	3	3.23	-9.02	2	2.15	-16.10	1	1.08	-19.17
Recruitment consultants	20	21.51	11.51	11	11.83	0.08	7	7.53	-3.47
Free local newspapers	2	2.15	-3.10	4	4.30	-3.95	5	5.38	-8.37
Library school email lists and forums	0	0.00	-2.00	2	2.15	-2.10	10	10.75	6.25

There was a considerable difference from the norm. 93 people answered here too.

Key points to note, in relation to the norm:

- Jobs at all levels are less likely to be advertised on the organisation's website
- Professional and library assistant jobs are more likely to be advertised on nz-libs (or similar) email lists; while the LIANZA website is used to advertise professional jobs more than other sectors (but fewer management and library assistant jobs are advertised there).
- There is significantly less use of advertising within the organisation for professional and management jobs, although library assistant jobs are advertised internally, indicating that there is a pool of unqualified staff but not suitably qualified professional staff within organisations. Word of mouth is considered important for non-managerial roles.
- Fewer special libraries jobs are advertised in local daily newspapers than in other sectors.
- The use of Seek and TradeMe Jobs is consistent with other sectors in all but one respect: library assistant jobs are a little more likely to be posted on TradeMe Jobs than the norm.
- Recruitment consultants are used for some management positions, and library school lists and forums are more likely to be used for library assistant roles (largely Wellington libraries tapping into the on-campus student pool).

19 respondents added comments:

- Universities (Student Job Search and noticeboards were both mentioned)
- Twitter
- Internally via various means
- In affiliated organisations

"Library Assistants are prisoner positions and selected by the librarians in consultation with custodial staff" (I hope this comment was made by a Prison librarian!)

School Libraries

Places jobs are advertised	Mgt	%	% Diff from Norm	Prof Libn	%	% Diff from Norm	Lib Asst	%	% Diff from Norm
Organisation's website	5	10.00	-49.75	8	16.00	-53.75	8	16.00	-49.50
nz-libs jobs (or similar) email lists	1	2.00	-47.00	6	12.00	-45.50	3	6.00	-26.75
Inside the library via email, newsletter etc	1	2.00	-37.50	1	2.00	-41.75	4	8.00	-10.50
LIANZA website	2	4.00	-27.75	4	8.00	-24.25	0	0.00	-25.25
Local daily newspaper	12	24.00	-7.25	23	46.00	7.75	23	46.00	0.00
Seek	3	6.00	-24.75	3	6.00	-30.25	2	4.00	-28.00
Word of mouth	3	6.00	-12.75	7	14.00	7.00	10	20.00	15.75
TradeMe Jobs	1	2.00	-12.75	1	2.00	-9.00	2	4.00	-2.50
Daily newspaper in other regions	4	8.00	-4.25	3	6.00	-12.25	5	10.00	-10.25
Recruitment consultants	1	2.00	-8.00	0	0.00	-11.75	0	0.00	-11.00
Free local newspapers	5	10.00	4.75	6	12.00	3.75	11	22.00	8.25
Library school email lists and forums	4	8.00	6.00	7	14.00	9.75	4	8.00	3.50

This sector had the lowest number of responses (n=50), and not surprisingly, the greatest difference from the norm.

Key points to note, in relation to the norm:

- Vacancies are less likely to be posted on an organisation's website, advertised internally, posted on email lists or LIANZA website, Seek, or use recruitment consultants.
- The local daily newspaper was more heavily used in this sector than the norm for professional level jobs.
- Word of mouth is important for recruiting library assistant and professional level jobs.
- Free local newspapers were used a little more in this sector than in others for library assistant jobs.
- Library school email lists and Forums were more likely to be used for professional and management jobs than the norm.

4 respondents added comments:

- Education Gazette
- SLANZA website
- SchoolsLib email list
- Internally within the school community, via newsletter and word of mouth

9 Job Application Behaviours

This section explores attitudes to various behaviours during the application and interview process. The motivation for investigating this was to identify best practice guidelines to help applicants for positions, and to guide recruiters in what was considered appropriate across the industry.

Seven specific questions were asked. These probed key behaviours at different stages of the application process. Respondents were asked how they felt about each of these statements, using a scale of Essential, Not Essential but Desirable, Perhaps, and Not Appropriate.

- When applying, but before applications close: contact the library manager/team leader to ask more about the job
- After being shortlisted, but before the interview: contact the library manager/team leader to ask more about the job
- When applying, but before applications close: contact a member of the team to ask more about the job
- After being shortlisted, but before the interview: contact a member of the team to ask more about the job
- Contact the HR department to ask about conditions, pay scales etc
- Visit the library before the interview
- Send a thank you letter to the interviewers after the interview

There are obvious weaknesses in the design of this question. Such behaviour may be highly context-specific: appropriate in one context and not in another, and it must be acknowledged that the high number of “perhaps” and “desirable but not essential” responses reflects this. However, there are some very clear trends in the data.

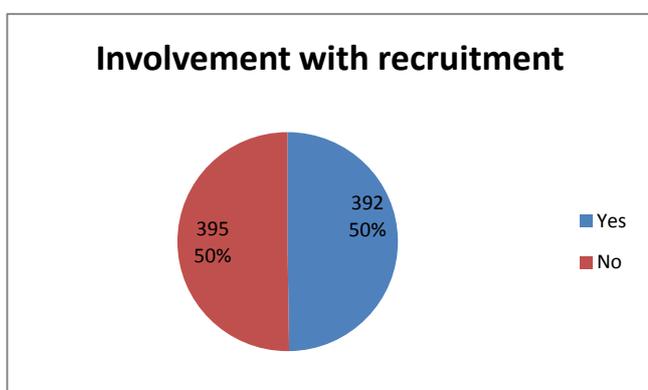
The responses were analysed in different ways:

- All respondents as a single group
- By sector
- By those who are involved in recruitment in some way, and those who are not.

This reveals some areas where experience of having been involved in recruitment, or experience from another sector, may influence the behaviour of an individual or the advice they give to job seekers.

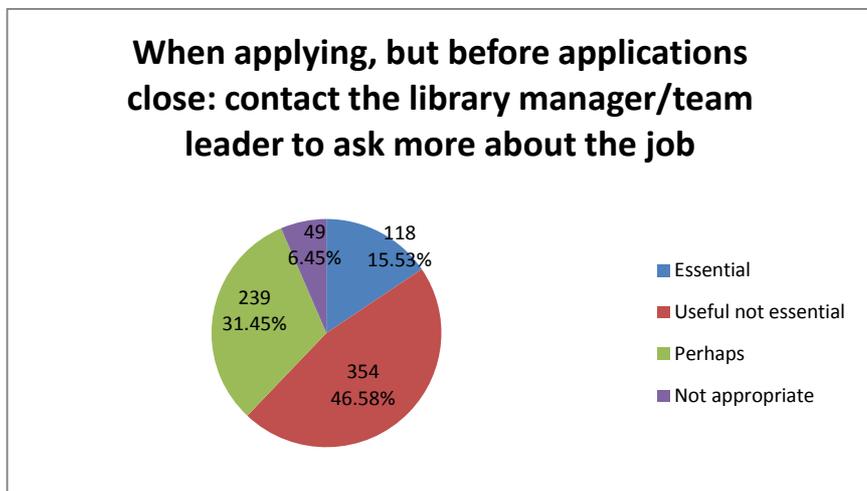
Because of the small number of responses from the National Library, conclusions are not specifically drawn from this sector in the discussion, but the data is presented.

9.1 Level of involvement in recruitment



A preliminary question explored whether respondents were involved in recruitment in some way. 787 respondents answered one or more questions in this section. Half of those who responded to the question are themselves involved in recruiting for new staff in some way (n=392, 49.81%) which indicates a high level of participation in the recruitment process.

9.2 Before the applications close, is it appropriate to talk to the library manager or team leader to gather information about the job?

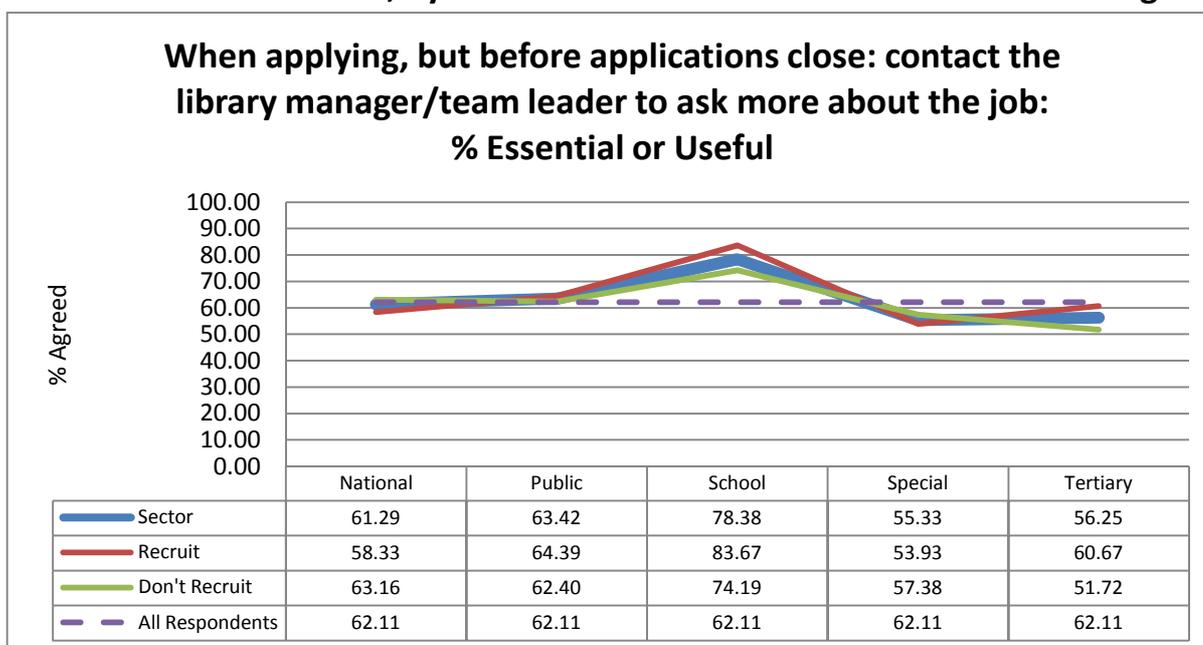


Most of the 760 respondents (62.11%, n=472) to this question felt that this would be a good thing to do (either essential or desirable), with 118 (15.53%) thinking it was essential.

There was a sense that some caution might be needed though – 49 (6.45%) thought this would be inappropriate and 239 (31.45%) indicated “perhaps”.

These responses are examined in more depth below, indicating level of agreement across sectors, and between respondents who are involved in recruitment and those who are not.

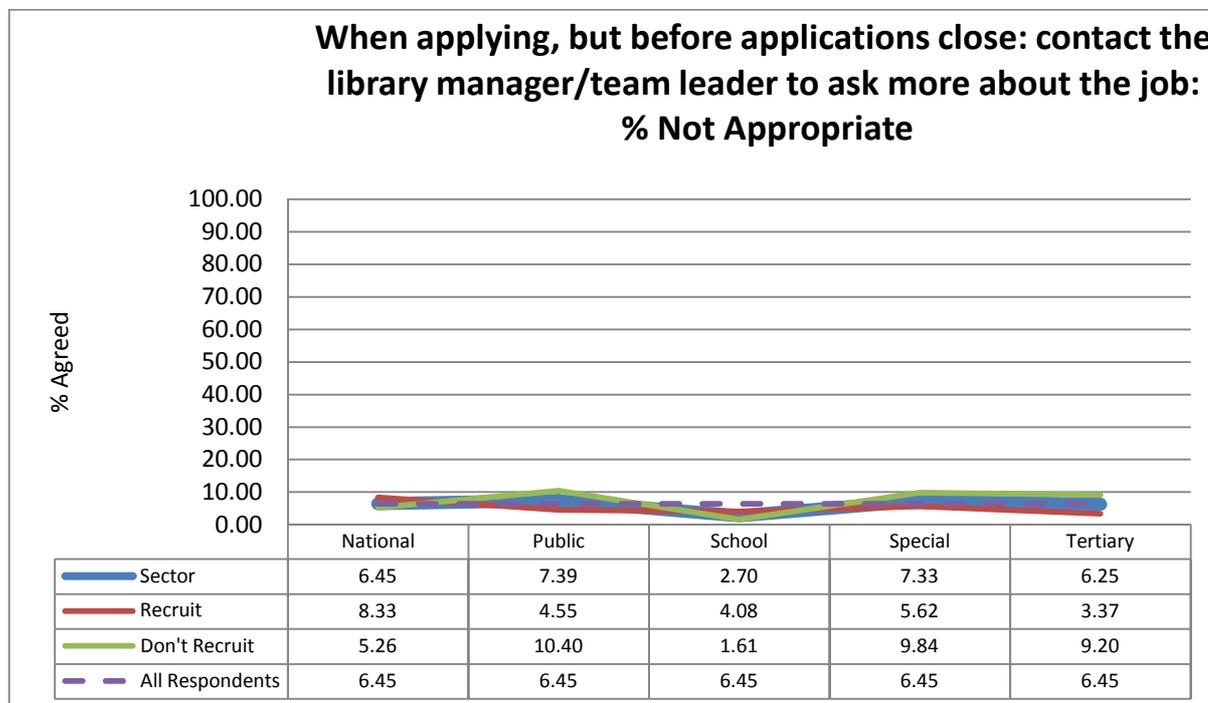
9.2.1 Essential or Useful, by Sector and Level of Involvement in Recruiting



When the 472 positive responses were broken down by sector (heavy blue line), it can be seen that there was strongest agreement from the school library sector, and lowest from the special and tertiary libraries sector, although more than half of the respondents from each sector supported this action.

Respondents from school and tertiary libraries who were themselves involved in some way with recruitment were more in support of this behaviour than those who were not involved with recruitment.

9.2.2 Not Appropriate, by Sector and Level of Involvement in Recruiting



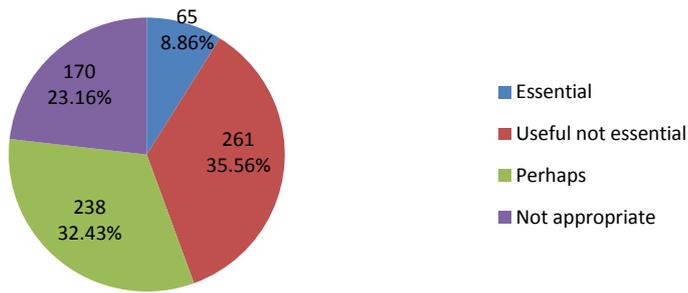
Amongst the small number who considered this to be not appropriate, there was a high level of agreement. Fewer recruiters thought this was inappropriate than non-recruiters.

The manager of a team with a vacancy is a key contact person. As the library industry is small, it is highly possible that an applicant for professional or managerial positions may already know the manager in some capacity. A professional approach to say “I am thinking about applying, could I talk with you about the vacancy” could save both potential applicant and interviewer a lot of time. An applicant must be prepared for the manager to turn down their request though, as the results of this question indicate that many people involved in recruitment feel this behavior is not always appropriate. Of course, the applicant needs to be aware that their interview starts the minute they initiate contact with the manager.

9.3 After being shortlisted but before the interview, is it appropriate to talk to the library manager or team leader to gather information about the job?

There was a subtle time shift in this question – the applicant has now been invited to an interview. At this point, the manager presumably has read the application and CV, and decided that the applicant is worth talking to about the vacancy. This question explores whether the appropriateness of contacting the manager or team leader to find out more about the job has shifted.

After being shortlisted, but before the interview: contact the library manager/team leader to ask more about the job



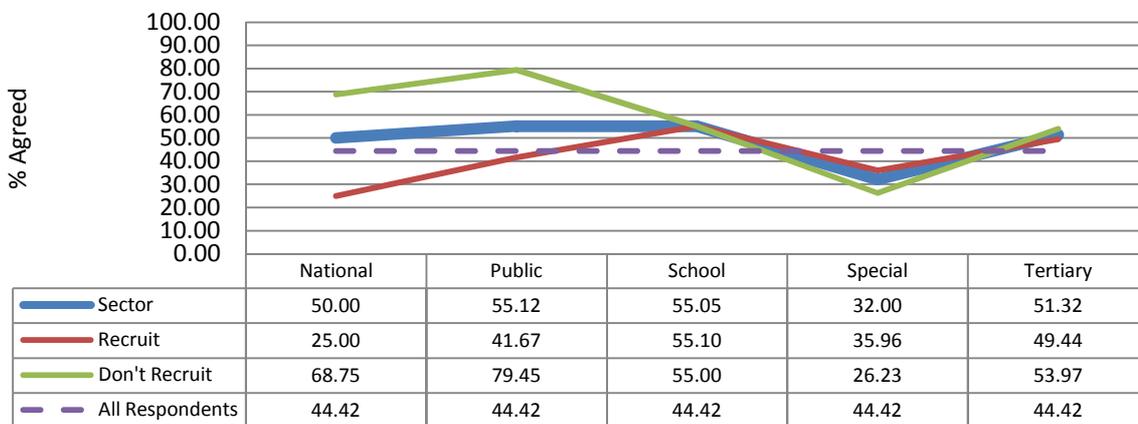
734 respondents replied to this question. There was a significant change in opinion here. The proportion who thought this was essential halved to just 8.86% (n=65), and overall the proportion who thought it was essential or useful fell to 44.41% (n=326), compared with 62.11% (n=472) who thought it was essential or useful before the shortlisting process.

The number who indicated “perhaps” stayed around the same (32.43%, n= 238, as opposed to 31.45%, n=239).

The greatest change was that almost a quarter thought that contact at this stage was not appropriate (23.16%, n=170), up from 6.45% (n=49).

9.3.1 Essential or Useful, by Sector and Level of Involvement in Recruiting

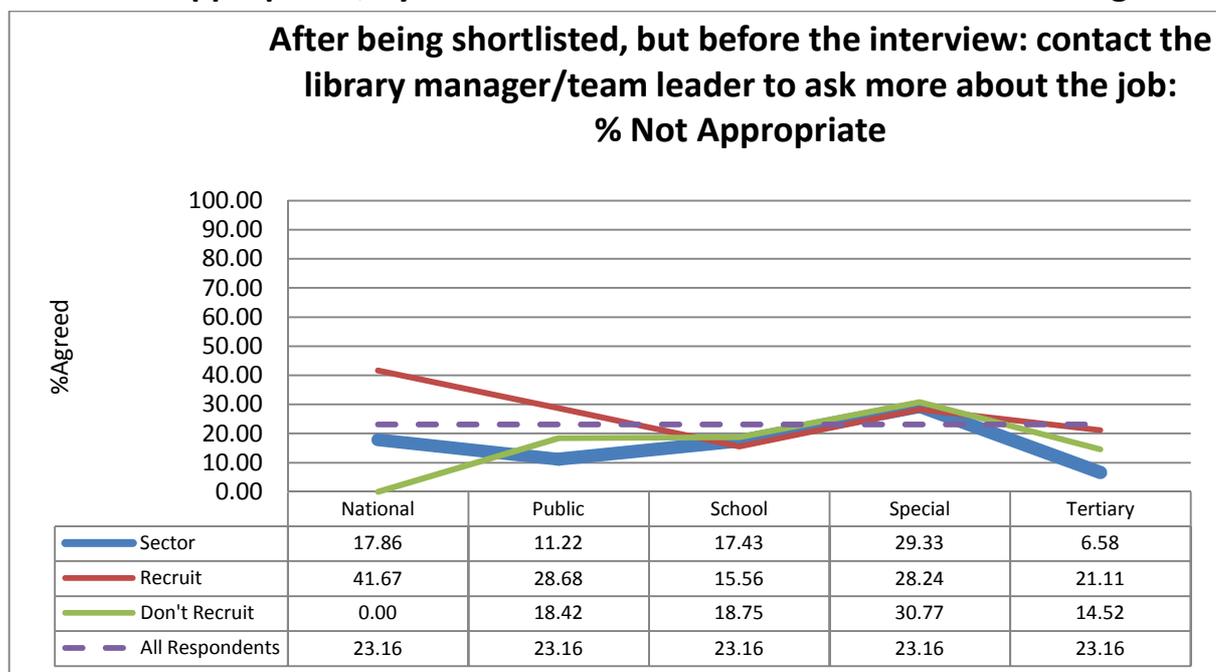
After being shortlisted, but before the interview: contact the library manager/team leader to ask more about the job: % Essential or Useful



When the positive responses were broken down by sector (heavy blue line), it can be seen that there was strongest agreement from the public and school library sectors, and lowest from the special libraries sector.

There was little variation in attitudes between recruiters and non-recruiters in school and tertiary libraries, but opinion was sharply divided when responses from recruiters and non-recruiters is compared in National, public and special libraries, with only a small proportion of recruiters in these agreeing that this is a suitable action.

9.3.2 Not Appropriate, by Sector and Level of Involvement in Recruiting



Although almost a quarter of respondents overall (23.16%) thought this was inappropriate behaviour, respondents from public and tertiary library sectors thought this was less of a concern than special library respondents.

However, there was a notable difference of opinion between recruiters and non-recruiters in the national, public and tertiary sectors, where recruiters agreed more strongly that this was inappropriate behaviour than did non-recruiters.

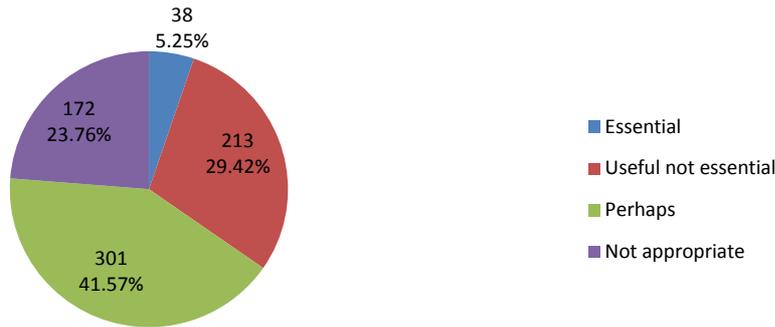
This clearly indicates that, while it is considered a good idea to talk to the manager, you need to be cautious, and if you decide to do this, it is probably better to do it before you submit your application, particularly when applying for jobs in the special libraries sector and National Library.

9.4 Before the applications close, is it appropriate to contact a member of the team to gather information about the job?

Obviously people will tap into their personal and professional networks to gather information about a job or workplace where possible – to not do so is to inadequately prepare for an application. The New Zealand library industry is small and, particularly at professional and managerial levels, it is likely that individuals will have useful contacts. Talking to the manager is one thing, but talking to somebody who is a potential future peer and who may be somehow involved in the recruitment process raises different ethical issues.

Responses to this question need to be read in this context. The high number of “perhaps” responses suggests that some people will have been thinking things like “this is OK if it is someone you know well, but not a good idea if you are thinking about asking strangers.”

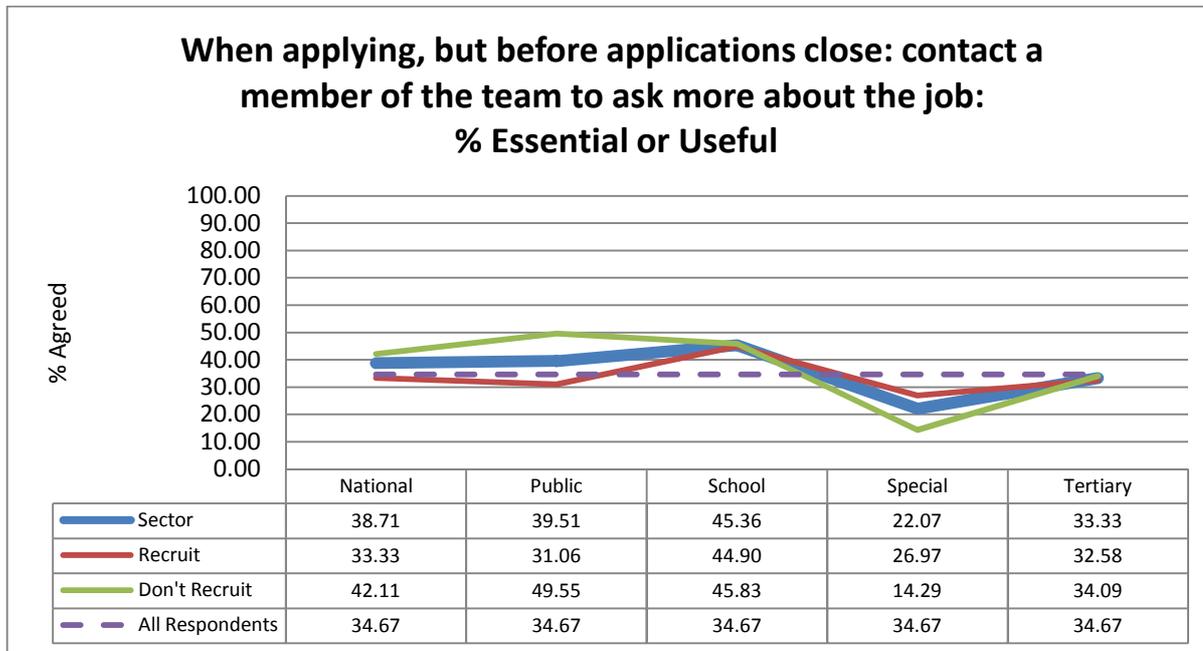
When applying, but before applications close: contact a member of the team to ask more about the job



Only a third of the 724 respondents to this question (34.67%, n= 251) thought that it was essential or useful, while a massive 41.57% (n=301) answered “perhaps” and almost a quarter (23.76%, n=172) thought this was inappropriate.

Compare this with the attitude to asking the manager or team leader, where almost twice the number of respondents (62.11%, n=472) thought it was an essential or useful thing to do, and only 6.45% (n=49) thought it was not appropriate.

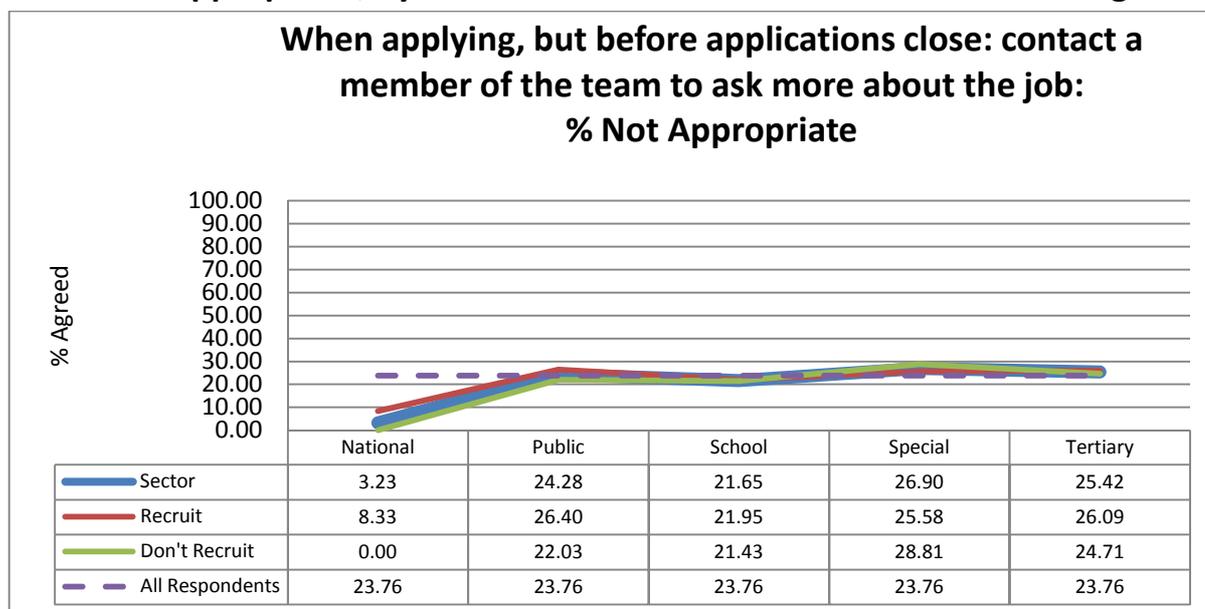
9.4.1 Essential or Useful, by Sector and Level of Involvement in Recruiting



When the positive responses (people who thought this was essential or useful) were broken down by sector (heavy blue line), it can be seen that, as with asking the manager, there was strongest agreement from the public and school library sectors, and lowest from the special libraries sector.

Recruiters and non-recruiters in school and tertiary libraries agreed strongly, but opinion was more divided when responses from recruiters and non-recruiters is compared in public and special libraries: recruiters were more supportive of contacting a team member in the special libraries sector, and less supportive in the public libraries sector.

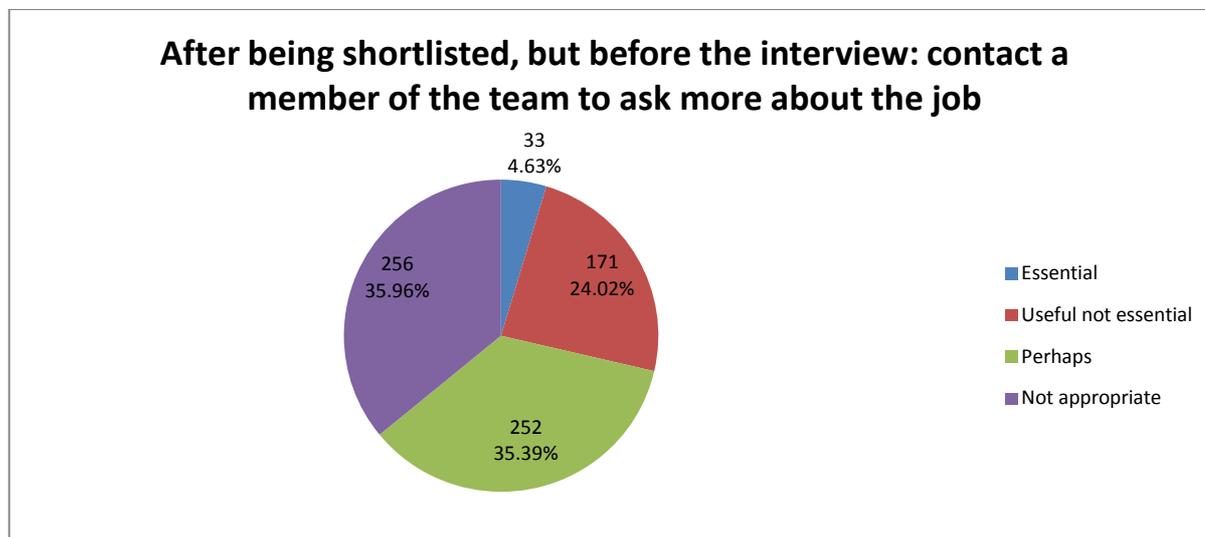
9.4.2 Not Appropriate, by Sector and Level of Involvement in Recruiting



Those who thought this was not appropriate behaviour were strongly in agreement, with little variation between sectors, or between recruiters and non-recruiters.

9.5 After being shortlisted but before the interview, is it appropriate to contact a member of the team to gather information about the job?

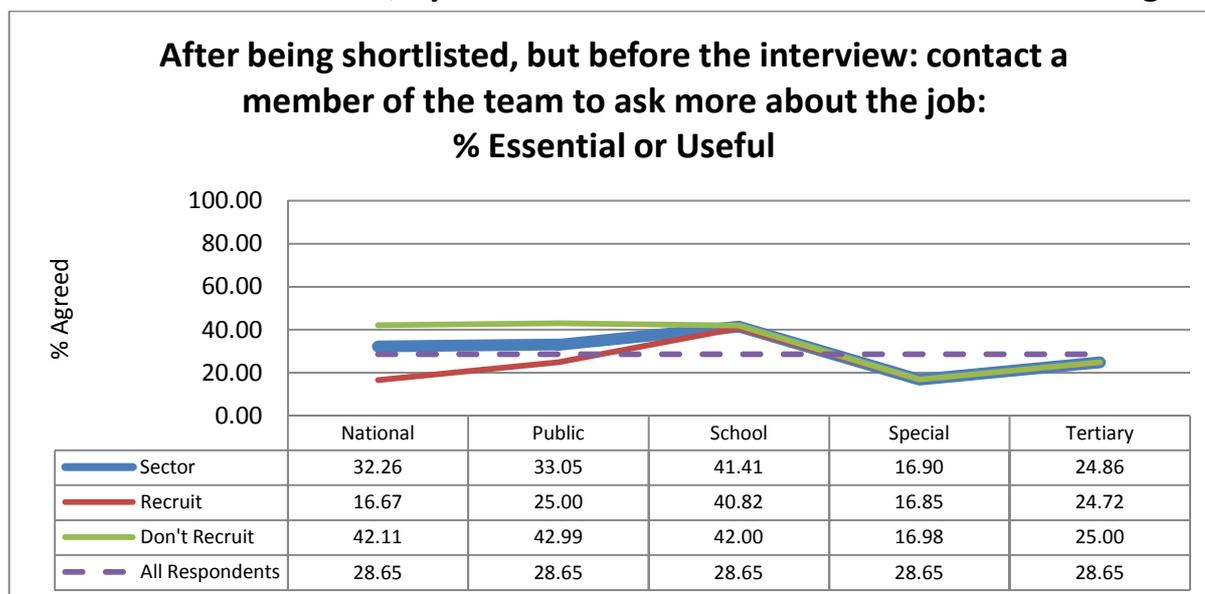
As with the questions about contacting the manager/team leader, there was a subtle difference in the wording of this question compared with the previous one. The timeframe has shifted – the applicant has been shortlisted and is in with a chance.



Just over a quarter (28.65%, n=204) of the 712 people who answered this question thought this was essential or useful, down from 34.67% (n=251) in the previous question. More than a third (35.96%, n=256) thought it was not appropriate (this was the question with the strongest negative response) and the same proportion (35.39%, n=252) answered “perhaps.”

A significantly higher proportion thought it was inappropriate to ask at this time (35.96%, n=256) than before the shortlisting process had occurred (23.76%, n=172).

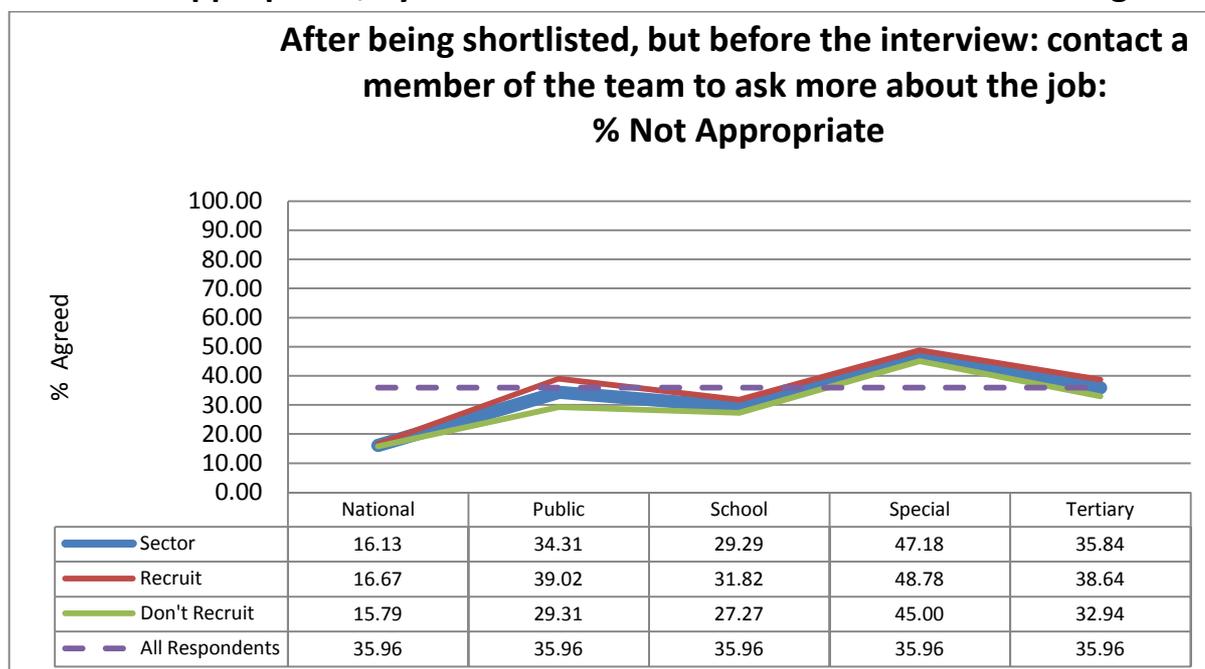
9.5.1 Essential or Useful, by Sector and Level of Involvement in Recruiting



When the positive responses were broken down by sector (heavy blue line), it can be seen that, as with asking the manager, there was strongest agreement from national, public and school library sectors, and lowest from the special libraries sector.

Recruiters and non-recruiters in school, special and tertiary libraries agreed strongly, but opinion was widely divided when responses from recruiters and non-recruiters is compared in National and public libraries: recruiters were much less supportive of contacting a team member than were people who are not involved in recruitment.

9.5.2 Not Appropriate, by Sector and Level of Involvement in Recruiting



Within each sector there was a high degree of agreement amongst those who thought this behaviour was not appropriate. Strongest opinion was found in the Special Library sector, with the lowest level of disapproval in the National Library sector.

There will be many reasons behind this response. One possible reason may be because the person you contact could have some involvement in the recruitment process that you do not know about (earlier we found that 49.81% of respondents were in some way involved in their organisation's recruitment). Many teams or departments organise tours for potential candidates before or after interviews, and independent contact might interfere with that process.

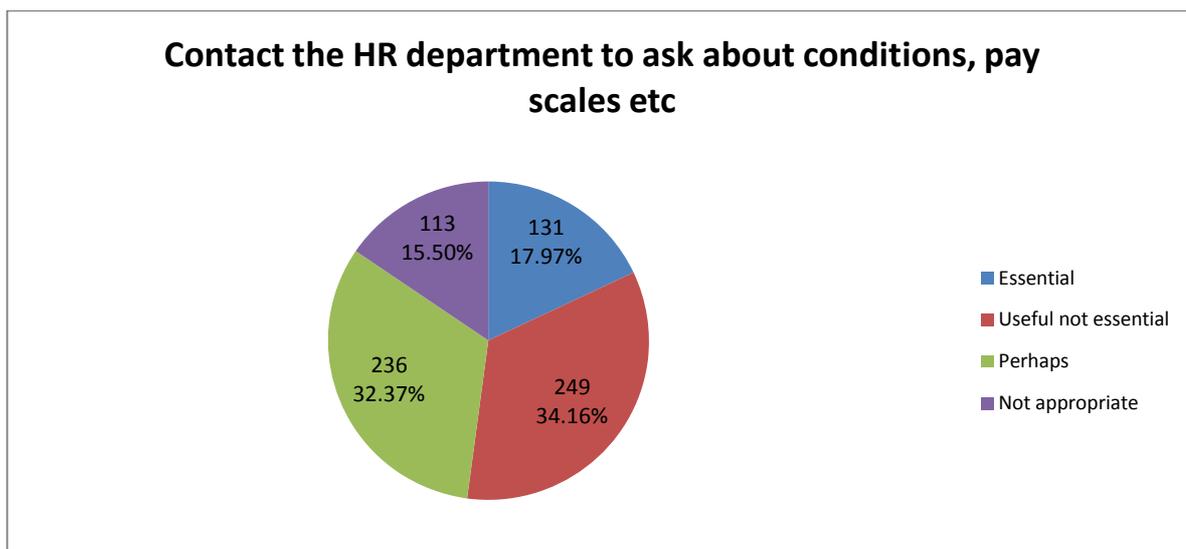
This suggests that trying to find out more information about a job through talking with someone who will be a peer in the team is not widely recommended. It could backfire on the applicant, particularly if they do not know their contact well. On the other hand it might be a very useful source of information, but if your contact reveals to the interviewer that they have spoken with you it could influence their decision (positively or negatively). The high "perhaps" answer indicates that this needs to be approached with caution.

There was much more support for approaching the manager or team leader than approaching a member of the team. The conclusion that can be drawn here is if you have any doubts, don't.

9.6 Should an applicant contact the HR department to seek formal information about the job during the recruitment process?

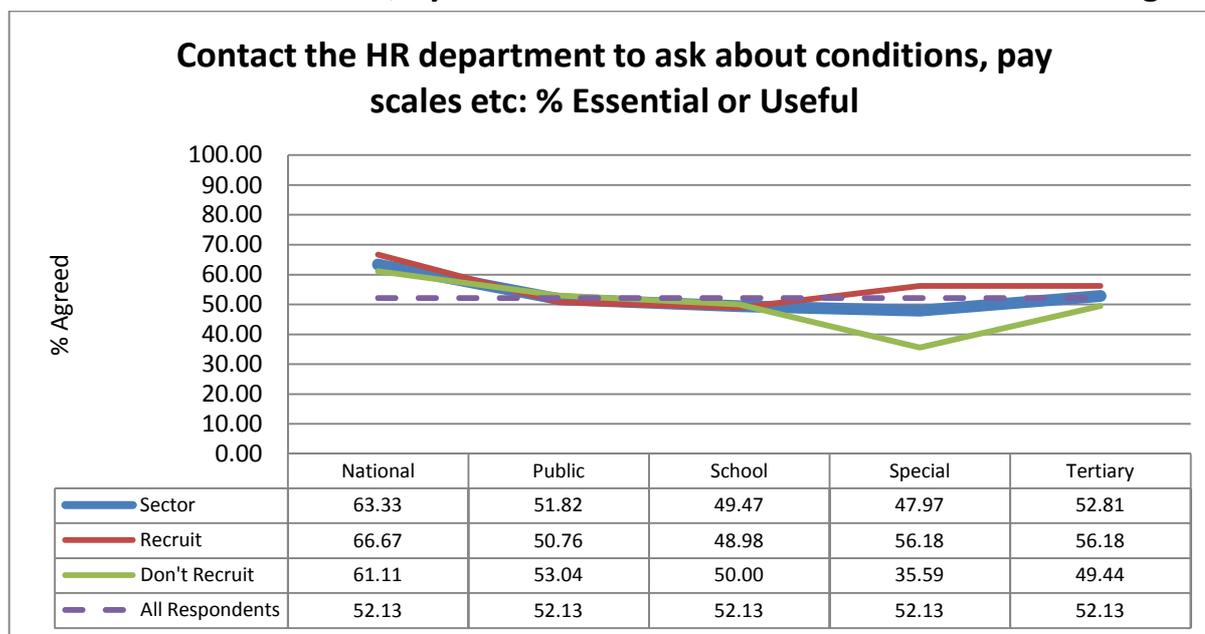
Anecdotally, some HR departments involved in library recruitments expect applicants to do this, while others in the same industry refuse to discuss certain aspects of the position (such as salary levels and conditions) until an offer is being made. Some organisations make the conditions very clear on recruitment material, while others prefer not to make this publically available.

This may vary depending on the level of job: professional and managerial roles may not have set pay scales, whereas library assistant roles are much more likely to have a fixed set of pay and conditions.



Opinion was split almost evenly on this. 52.13% (n=380) thought it was either essential or useful, but a strong 15.50% (n=113) thought it was not appropriate behaviour.

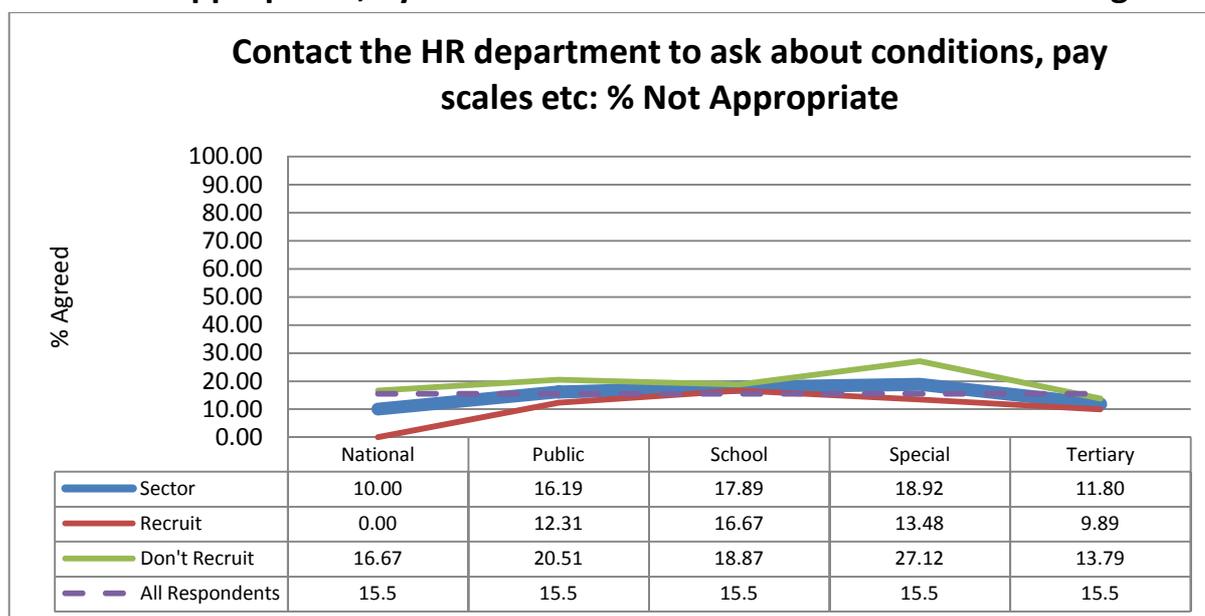
9.6.1 Essential or Useful, by Sector and Level of Involvement in Recruiting



When looked at by sector (heavy blue line), there was a strong level of agreement in the answers to this question with National Library respondents agreeing a little more strongly.

Recruiters and non-recruiters were in agreement in all sectors except for the special libraries sector, where non-recruiters thought that this behaviour was less essential than recruiters.

9.6.2 Not Appropriate, by Sector and Level of Involvement in Recruiting

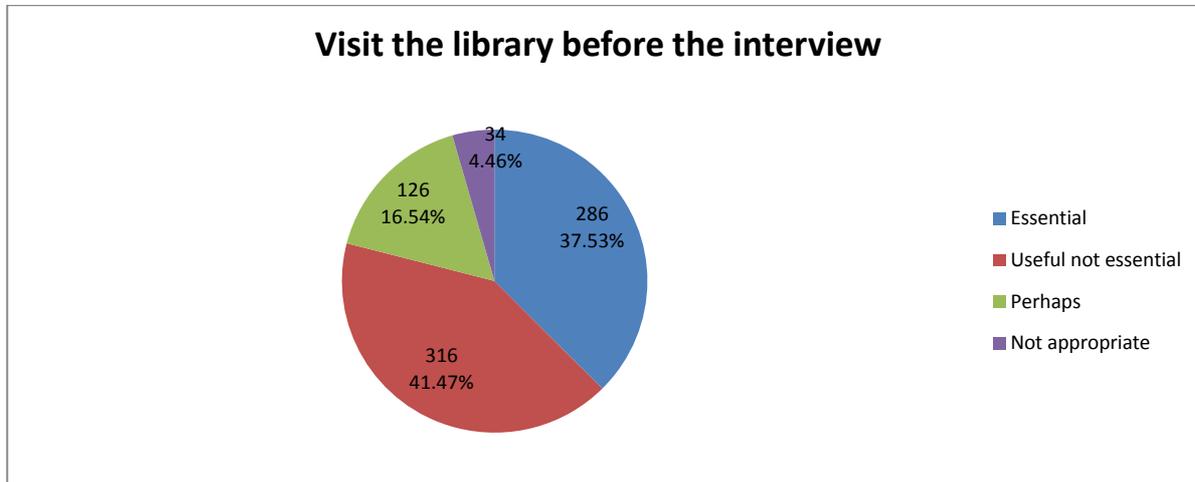


15.5% of all respondents thought this behaviour was not appropriate. Looked at across sectors, special and school libraries were a little more likely to agree, with non-recruiters in the special library sector agreeing most strongly.

Such enquiries can place the applicant in a stronger position when they come to negotiating the position. However, too much emphasis in “what’s in it for me” can count against an applicant, particularly if the HR staff member they speak to is also a member of the interview panel.

The message here is that it will depend on the job and the organisation. For a low level job, this information should be available either in the application information or upon request. For professional and managerial roles, a bit of personal networking may be in order to learn what is acceptable behaviour in that organisation or sector. A polite, professional request to an HR Department for specific information should not be a problem, so long as there is an understanding that the request for information may be refused. Such a request should be handled as carefully as the actual interview.

9.7 Should a shortlisted applicant visit the library they hope to work in before the interview?

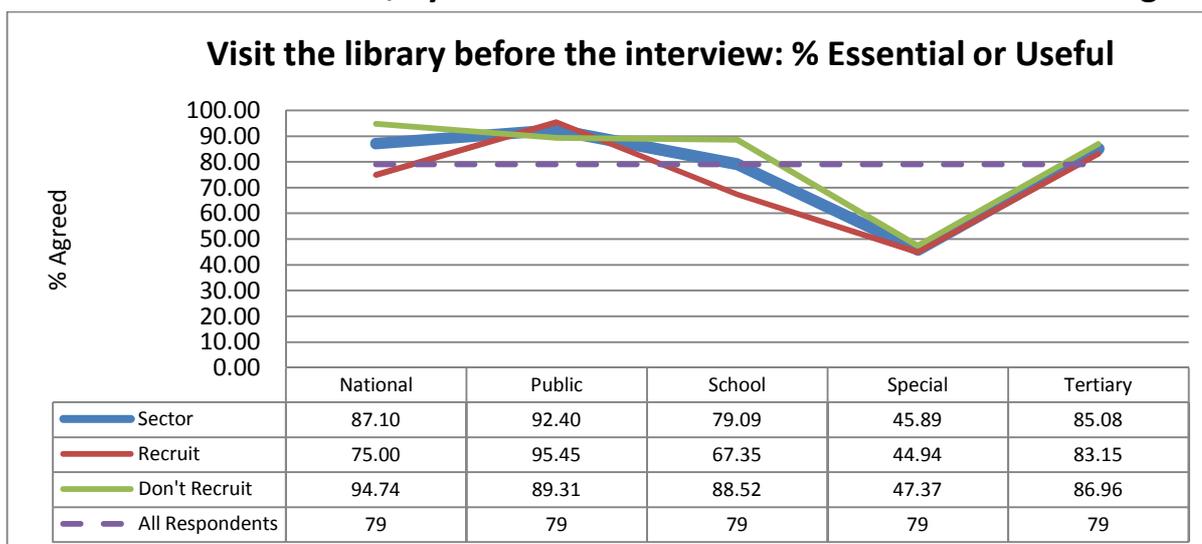


There was very strong support for this, with more than three quarters (79%, n=602) of the 762 respondents to this question considering it essential or useful. Within this group opinion was quite evenly spread with 286 (37.53%) thinking it was essential, and 316 (41.47%) thinking it was useful.

Interestingly, 34 (4.46%) thought that this was inappropriate behaviour. Most of these respondents worked in the special libraries sector.

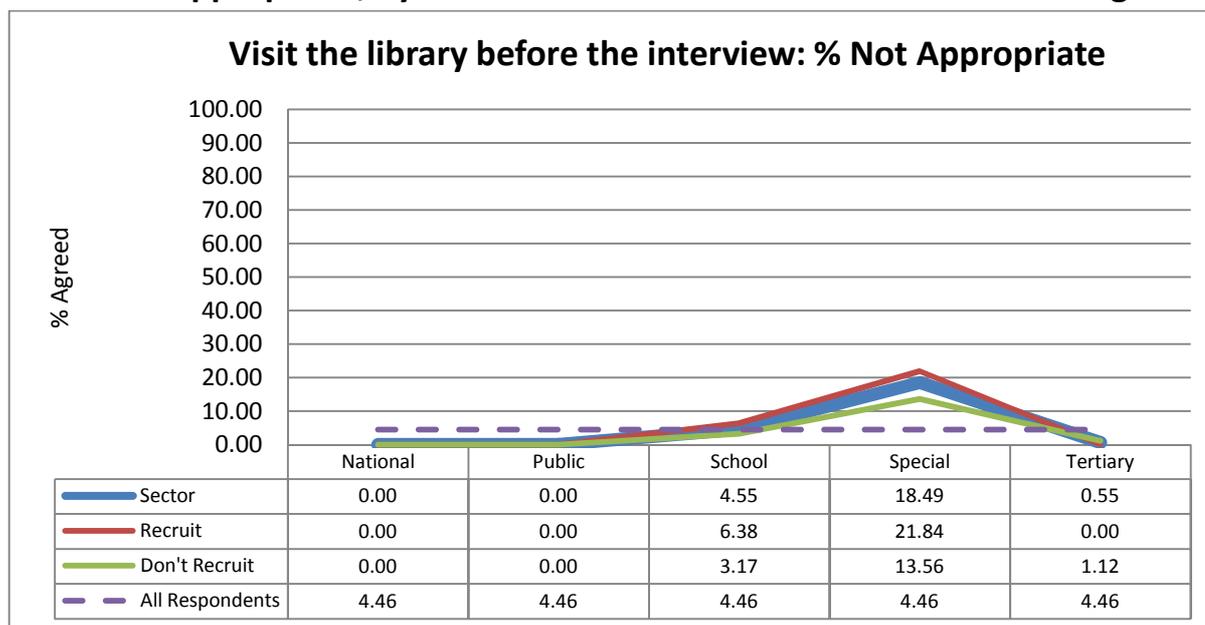
This suggests that, if possible, a visit to look around before an interview is a very good idea. Being caught “snooping” could backfire, though, so applicants probably should ask the manager or team leader if they can visit before doing so, unless it is a library that they already regularly use.

9.7.1 Essential or Useful, by Sector and Level of Involvement in Recruiting



79% of all respondents thought visiting the library before the interview was essential or useful. There was a high level of agreement across all sectors apart from the special libraries sector, which had a much lower level of agreement. The second lowest level of agreement was in school libraries amongst recruiters.

9.7.2 Not Appropriate, by Sector and Level of Involvement in Recruiting

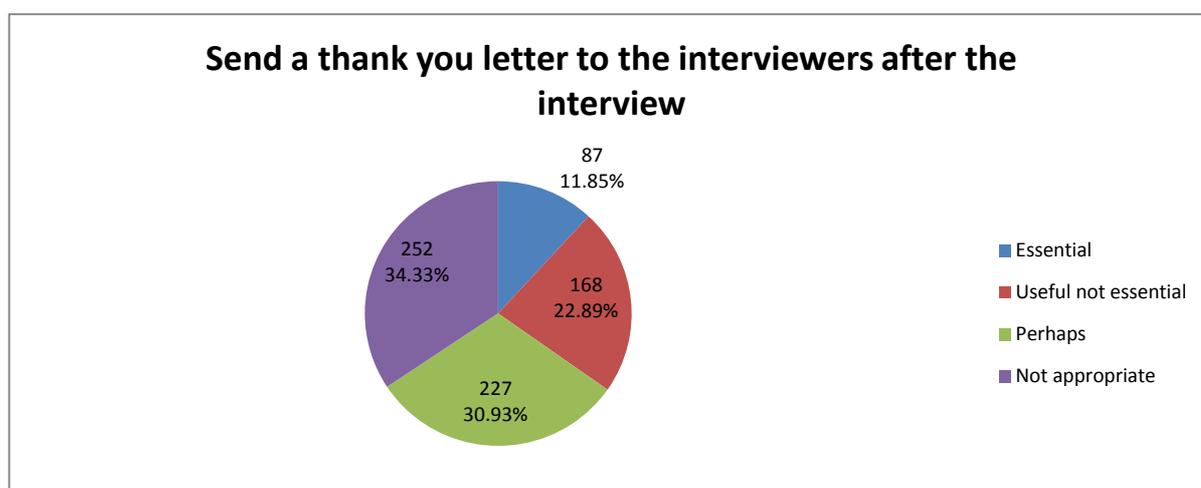


The very low number of respondents who agreed that this behaviour is inappropriate came almost all from the special and schools sectors.

Anecdotally, it is more difficult to gain access to many special libraries except on official business, and non-school employees may also find it difficult to visit the potential workplace unless the visit is arranged through the library manager.

9.8 Should an applicant send a letter of thanks to interviewers after an interview?

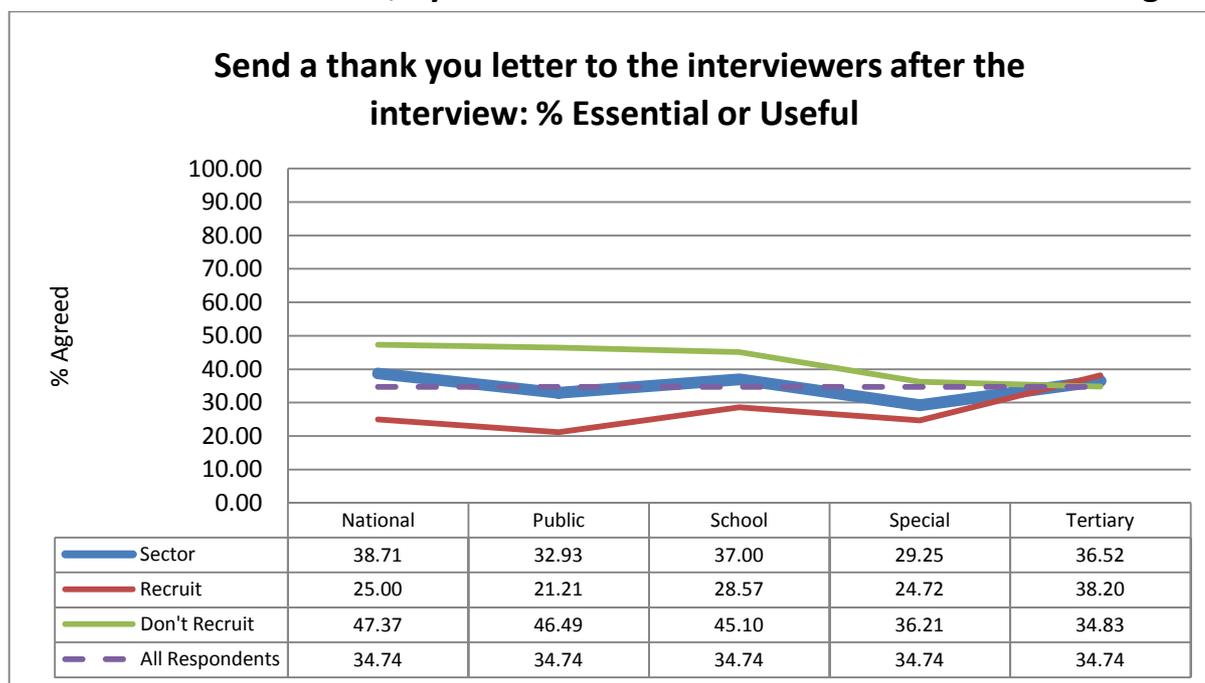
Most books on interview techniques say that this is absolutely essential. These books tend to be published in the United States and/or focus on general business contexts. However, the researcher is aware of a longstanding belief amongst many librarians that any attempt to communicate with an interviewer between the interview and a job offer being made (or being told you were unsuccessful) is inappropriate, and may even count against the applicant. This question was inserted to test how widespread this feeling actually was in 2012.



Only one third (34.74%, n=255) of the 734 respondents to this question thought that it was essential or useful to send a thank you letter, with only 11.85% (n=87) thinking it was essential.

Almost exactly the same number (34.33%, n=252) thought it was inappropriate to do so, with the remaining respondents (30.93%, n=227) thinking answering “perhaps”.

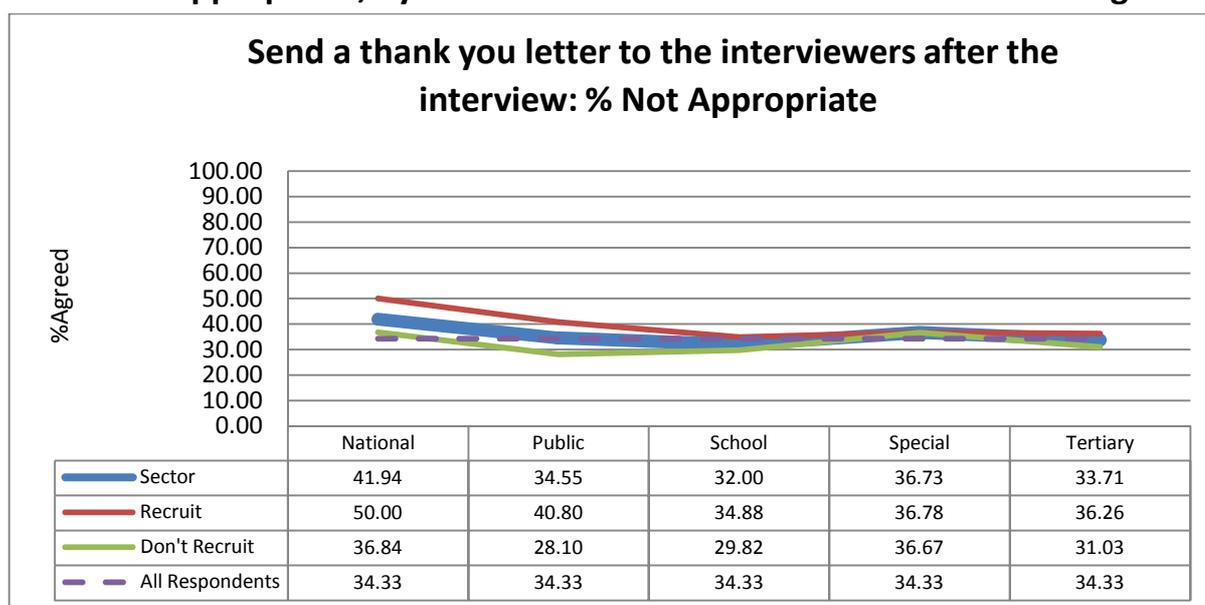
9.8.1 Essential or Useful, by Sector and Level of Involvement in Recruiting



Responses were reasonably consistent across sectors, with a slightly lower level of agreement in the special libraries sector.

However, there was a clear difference of opinion between people who were involved in recruitment in some way, and people who were not. Apart from in the tertiary library sector, recruiters are less supportive of this behaviour than non-recruiters.

9.8.2 Not Appropriate, by Sector and Level of Involvement in Recruiting



Strong agreement was evident here. Recruiters in all sectors thought this behaviour is less appropriate than non-recruiters.

This is a clear indication that sending a thank you letter may not be received as warmly as the applicant intends. A warm thank you to the interview panel at the conclusion of the interview may be safest.

9.9 Influence of having worked in other industries on attitude

The responses to these questions were examined to explore whether people who have either had a career in other industries prior to starting work in libraries, or who had broken their working life in libraries to work in other industries, held views that differed significantly to those who had spent most of their working life in libraries.

There was slightly more support from amongst this group for visiting workplaces before the interview and less disapproval for making contact with a member of the team before being shortlisted, but the trends were not strong.

9.10 Advice for people applying for jobs: Free-text comments

A quarter of people who responded to this survey (n=218, 25.12%) added comments to their answers to these questions. The respondents are profiled in this table:

Sector	Recruiters	Non-Recruiters	Total
Public	41	34	75
Tertiary	37	24	61
Special	27	15	42
School	5	11	16
Other	6	8	14
National	5	5	10
TOTAL	121	97	218

There was a high level of agreement across all sectors and across different sizes of libraries in those sectors. Advice did not vary notably between people who said they were involved in recruitment and those who were not, although several recruiters expressed first-hand opinions about the desirability of contacting managers for further information.

These comments have been drawn together into a stand-alone summary that could be used as a checklist for job-hunters (and those advising them), rather than being amalgamated in the analysis of the quantitative data above. It is illustrated by a smaller number of direct quotations from the comments than some of the other free-text answers.

9.10.1 Key themes (Summary)

- Do background research
- Think about your suitability for the job
- Write a good application
- Prepare for the interview
- Present yourself well in the interview
- Behave appropriately after the interview

9.10.2 Key advice for job-hunters, illustrated with quotes:

Do background research

- Do extensive background research about:
 - The job and its actual requirements
 - The library, its roles, the issues and challenges it faces. Where it fits in the organisational structure.
 - The parent organisation (school, council, government department, etc), its structure, role, issues, aims and goals, purpose
 - The wider sector/industry and/or community that the parent organisation operates in; client groups, changes, challenges
 - The library world in this sector/in general
- Most, perhaps all of this can be done without speaking to other people. This means looking at:
 - The position description and other documentation supplied (sometimes you have to request a copy of the position description – many candidates don't)
 - Websites (library, parent organisation, etc)
 - Annual reports, strategic plans, mission and vision statements
 - Articles, conference papers, news reports, blog posts, etc
- Use your networks
 - Talk with people in your network who work in the sector/in similar libraries. Although outsiders they may give you valuable advice.
 - This may give you insights into culture and personalities that cannot be explored in other ways
 - Why is this position vacant? (are the working conditions bad? Is the organisation restructuring?)
- Read between the lines
 - Position descriptions can be quite generic, so it is important to have an understanding of the nature of the actual job you are applying for. Sometimes meaning is hidden, e.g. "senior librarian" means a supervisory role.
- Visit the library
 - Where possible, visit before applying. If possible, visit more than once at different times of the day/evening/week
 - In some cases you will need to ask permission to visit. This is not always possible in special libraries – do not be offended if your request is refused.
 - If you speak with someone while you are there, be professional.
 - Explore the databases that are available, look at the collection.
 - Look at the physical layout and type of people who are there.
 - Use the library's services if you are a member of its community.
 - Often a tour is provided at interview time.
 - It may be useful to visit a similar library.
- Should you contact someone to ask for more information?
 - The answer is context specific, depending on you and the job.
 - It is best to ask questions before applications close.
 - Only make contact if you have a specific, succinct question to ask.
 - If contact details are provided in the job ad, that person is willing to be contacted (often the manager)
 - If factual information is not included in the job ad or position description, ask HR. You might ask them if it would be appropriate to contact the manager.

"Don't assume the library will operate in the same way other libraries you have worked in operate."

- It is not advised to cold-call an unknown member of the team. Use your judgment about whether to approach a member of the team – this depends on the job and your own networks. In the special library sector, the use of networks was considered very important.
- Don't waste the manager's time – they are busy, and probably short-staffed. Ask if this is a suitable time to talk.
- Do not place anyone in the position where they are giving you preferential treatment – this is particularly important if you know the manager.

Think about your suitability for the job

- Think about things:
 - What will the work be like here?
 - What skills, experience and personal attributes are required?
How do I match these requirements?
 - Am I eligible to work here? (Applicants who do not have the appropriate work visas can waste recruiters' time)
 - Am I comfortable working with this community/client demographic? (school libraries = working with children; corporate libraries = working with business people; community libraries = working with a specific social/cultural demographic mix, etc)
 - Why do I want this job rather than any other job?
 - Why do I want to work in a library rather than any other industry? (if this is your first library job)
 - Am I willing to accept this salary? (If not, don't apply).
 - Will I be happy in this job/library/organisation?
 - What does my Facebook page / Twitter account (etc) say about me to a potential employer?
 - Are there any potential conflicts for me

"Don't be too adamant about what salary you will accept - yes you are worth more, but it may be worth starting slightly lower in order to get a foot in the door of an organisation with opportunities for growth."

"e.g. If it includes a Saturday don't expect to be able to take Saturdays off in winter to play sport."

Write a good application

- Talk to your referees
 - Do this before submitting the application. They might have some advice for you
 - Make sure they are willing to support you for this job
 - Give them a copy of the position description
 - Provide more than one referee.
 - Try to use a referee that the library knows
 - Make sure one referee is from your current employer
- Write your application
 - Always include a covering letter, unless told not to.
 - Be keen and interested in your covering letter.
 - Cover the main points in the job ad and position description.
 - Tailor your letter and CV to the specific job. Show how your skills and experience relate to what they want.
 - Make your CV up-to-date and honest
 - Ensure perfect spelling, grammar and presentation. Spell names correctly. Prove you have good literacy skills.
 - Follow instructions
 - CV should be about 2 pages long

"Do what the application pack/organisation tells you to do - e.g. if it tells you to fill in form, fill in the form."

- Get someone familiar with recruiting to look over your application before you submit it
- If you have a genuine reason for submitting an application late, contact the HR Department, explain, and ask if they would be willing to accept it
- Things to mention in application/prepare for the interview:
 - Experience with customer service
 - Commitment to biculturalism
 - Dealing with difficult people/situation
 - Working with different client groups (age groups, cultural backgrounds, industry groups, etc)
 - Details of a book you have just read (mentioned by public library respondents)
- Things not to mention:
 - I love reading/books/libraries
 - This job is a “foot in the door” for me

Prepare for the interview

- Before the interview
 - Practice interview technique
 - Prepare answers for questions that explore your behaviour (STAR technique - lots of resources available on this, e.g. <http://www.drexel.edu/scdc/resources/STAR%20Method.pdf>) – things you have done, examples of handling a difficult situation, etc.
 - Prepare examples of how your skills and experience relates to the key requirements of the position
 - Be ready to explain how you have helped your previous organisation’s goals.
 - Think about how you will handle questions about difficult issues
 - For some roles it may be appropriate to bring examples of work you have done to show the interviewers.
 - Prepare questions to ask the interview panel. Don’t ask anything that can easily be answered by another source. Include questions about the wider organisation if necessary.
 - Go over all your background reading again – revisit your notes
 - Do not “spread it around” that you have applied
 - You may be asked to prepare a presentation as part of your application. Clarify exactly what is required, who the audience will be, what equipment will be available. Prepare and practice
 - You may be given the interview questions ahead of the interview. Prepare well.
 - Visit the interview location and, if possible, find the room.

“Be honest, and highlight how you have benefited those around you in your current and previous roles. Your interviewers want to know what you have done. not your team.”

“Don't slag off former colleagues - especially by name. Only elaborate – discreetly - on unfortunate circumstances if questioned further by the interviewers.”

employers meet the

“Ensure their presentation skills are tip top. It matters these days - and a poor presentation style can kill what was (until that point) a great interview.”

be, what equipment will be available.

Present yourself well in the interview

- On the day
 - Dress professionally. Plan this ahead and get a second opinion

- Be 5 minutes early for the interview. Don't arrive too early. If you are unavoidably delayed, let the interviewers know
- Review your notes about the library and the organisation
- Re-read your application and the position description
- Review your list of questions
- In the interview
 - Behave professionally – polite, calm, open and honest
 - Be yourself, not a false construct. These are people you will be working with every day if you get the job.
 - Be honest – if you lack some skill or qualification, don't try to hide it. Say what you are doing to develop in that area.
 - Display a confident, "can do" attitude
 - Take time when answering questions.
 - If necessary ask for clarification.
 - If you cannot answer a particular question, be honest.
 - Ask questions (see below).
 - Do not expect a particular style of interview – these vary in style and quality.
 - Thank the interview panel before you leave the room
- Some suggestions for questions to ask:
 - About the role
 - Longer-term options for sideways and upwards career movement – show you would like to stay for a while
 - What are their expectations of the applicant.
 - Are they mentors
- Do not ask about these in the interview:
 - Pay rates
 - Leave entitlement and other conditions
 - The latest "fad" questions from the internet, such as what each interviewer likes about their job.

"Enthusiasm and the desire to learn go a long way - skills can be taught, attitude cannot"

"Understand that the person who is interviewing you wants you to do well too."

Behave appropriately after the interview

- After the interview
 - Reflect on whether the interview made you want to work for the organisation. You may decide it is not the right place for you.
 - Follow up with HR about the progress of the selection, but give them time to do what they need to do.
- When you have been offered the job
 - Discuss pay rates and other conditions
- When it is all over
 - Ask for feedback from the manager once the result is announced, even if you get the job. Thank the person who gave you feedback, and do not go back for more information. Never challenge an appointment if you were unsuccessful.
 - Learn from the application/interview experience

"Do not contact any of the interviewers or the library management after the interview to give "added value" information (unless it is requested)."

"Be prepared to try again at the same institution, always maintain a courteous, professional approach."

- Don't burn your bridges

Other Advice

- Taking the initiative can pay off

*"I once emailed a library manager to enquire whether any positions were coming up - within minutes he phoned me. I was terrified but it meant that when a position did come up a short time later I'd already taken the initiative and my name wasn't just a name. I also always ask for a tour of the library at my interview if time permits. Some interview panels have seemed surprised that I wanted to see their library."
"Apply for the job as you would like it to be (in your covering letter), job descriptions can be quite generic so you could actually spark a new idea or make it more real to the recruiter, plus they will be more confident to employ if they understand what you want from the job and that it can fit right."*

- Be realistic about recruitment processes

"Don't get hopes up. Sometimes you will go for interviews, and they will interview you and then after say you don't meet the criteria, even though you have but don't take it personally they have to say something. It's more important you get on with the people you will work with, so just be willing to go anyway to see if you connect. Public libraries will take MONTHS to get back to you."

- Use a support person if you want one

"Ask to bring along a support person - often a good indicator of how the organisation/interviewers feel about different models of interviewing, as this is often approached differently depending on the cultural background of the applicant."

When recruiting, organisations should

- Include a full job description with a wide range of relevant information
- Salary range expectations
- Give feedback to applicants about the process at various stages
- Give unsuccessful candidates useful feedback

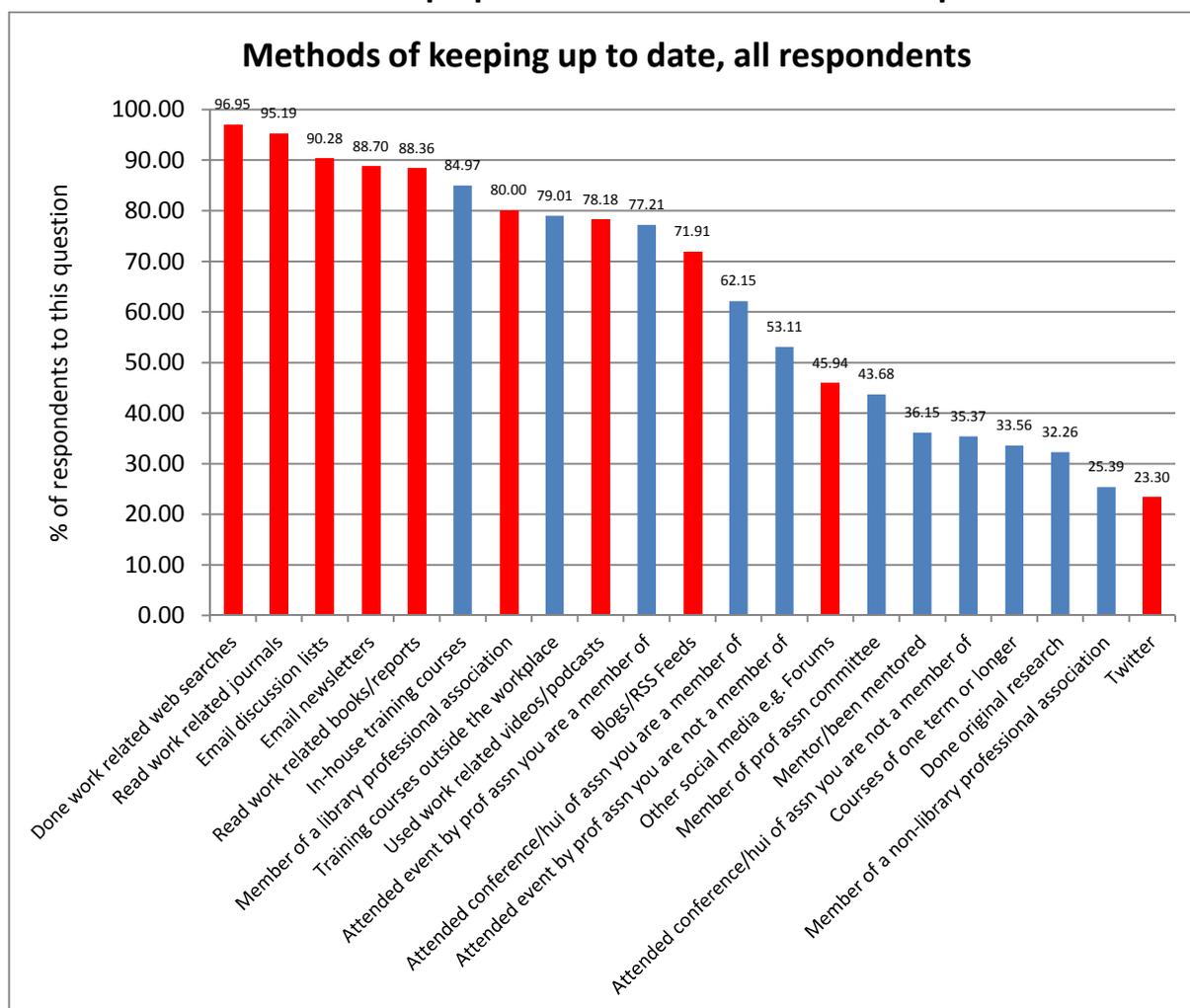
10 Current Awareness

This section of the survey explored how people kept current on work-related topics.

761 respondents (87.57%) answered at least one of the questions in this section of the survey. They were asked to indicate Yes or No to indicate whether they currently, or in the last 2 years, had participated in various activities which would contribute to them keeping up to date with work-related issues. The results are discussed below, first overall, and then broken down question by question and analyzed in relation to sector.

Percentages have been calculated out of the respondents to each question, the total being the number who answered either yes or no. Those who left the answer blank have not been counted. The result of this is that percentages are probably a bit high, as a blank response may indicate a No.

10.1 Methods used to keep up to date with work related topics



Strategy	TOTAL	%
Done work related web searches	732	96.95
Read work related journals	713	95.19

Email discussion lists	687	90.28
Email newsletters	667	88.70
Read work related books/reports	653	88.36
In-house training courses	639	84.97
Member of a library professional association	604	80.00
Training courses outside the workplace	591	79.01
Used work related videos/podcasts	577	78.18
Attended event by prof assn you are a member of	576	77.21
Blogs/RSS Feeds	535	71.91
Attended conference/hui of assn you are a member of	445	62.15
Attended event by prof assn you are not a member of	376	53.11
Other social media e.g. Forums	334	45.94
Member of prof assn committee	304	43.68
Mentor/been mentored	261	36.15
Attended conference/hui of assn you are not a member of	243	35.37
Courses of one term or longer	244	33.56
Done original research	231	32.26
Member of a non-library professional association	164	25.39
Twitter	168	23.30

Over the last 2 years, most respondents have undertaken a range of work-related information-seeking/ reading activities (marked in red on the graph) - via web searches (96.95%, n=732), print and online journals (95.19%, n=713), email discussion lists (90.28%, n=687) and newsletters (88.70%, n=667), and books and reports (88.36%, n=653).

This clearly indicates that email is the most deeply entrenched method of social media within the library community. However, other social media have a good level of penetration too, with more than three quarters of respondents (78.18%, n=577) reporting using work-related videos and/or podcasts, and a lower proportion reporting the use of Blogs/RSS feeds (71.91%, n=535), other work-related social media such as LinkedIn or Student Forums (45.94%, n=334), and Twitter (23.30%, n=168).

80% of respondents (N=604) to these questions said they were a member of a library-related professional association (LIANZA, SLANZA, etc), and 25.30% (n=164) are a member of a non-library work-related professional association. 77.21% (n=576) have attended events hosted by a professional association that they belong to within the last 2 years, and 62.15% (n=445) have attended a conference or hui run by an association they belong to. The figures are significantly lower for attendance at events (53.11%, n=376) and conferences/hui (35.37%, n=243) hosted by associations that the respondents are not members of. However, these are still significant numbers, and show a high level of engagement beyond the library industry. 43.68% (n=304) say they have been a member of a library professional association committee or working party.

Not surprisingly, the most common form of training is in-house courses, with 84.97% (n=639) of respondents having attended at least one in the last two years. 79.01% (n=591) had attended a course outside the workplace in that time. A third of respondents (33.56%, n=244) indicated that they had enrolled in a work-related course of one trimester or longer (i.e. one paper towards a qualification) over the last two years.

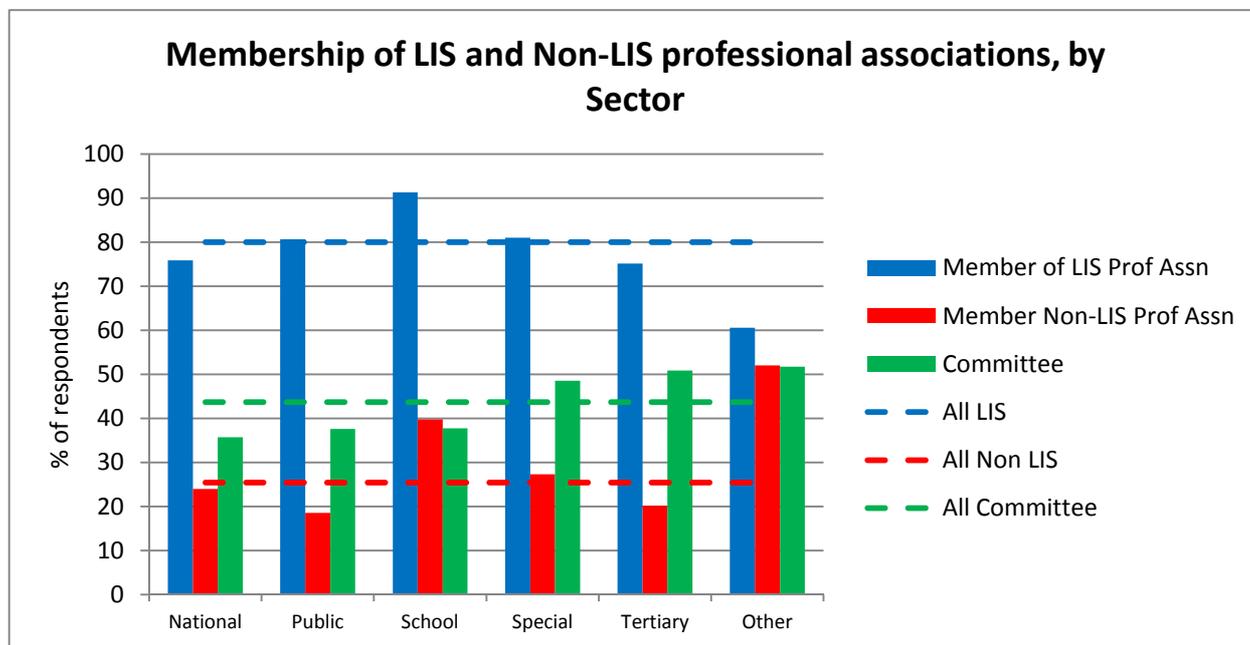
A third of respondents (32.26%, n=231) said that they had undertaken original research, such as a survey in the workplace or in relation to study. It is probable that respondents have interpreted research in different ways here, but it is interesting that a large proportion have investigated a topic in a way that they consider research.

More than a third (36.15%, n=261) answered yes to either having mentored someone else, or being mentored themselves. This high level of support of colleagues in their careers is encouraging.

The following section discusses each of these questions in detail, by Sector.

10.2 Professional association membership

Three questions were asked, exploring current membership of LIS and Non-LIS professional associations, and level of participation in committees or working parties of professional associations at any time in the respondent's career.



This graph summarises the responses, showing the overall responses and sectoral variations. Dotted lines indicate the overall level of response from all who answered these questions. This clearly shows that school librarians have a higher level of membership of professional associations than respondents from other sectors.

The three questions are discussed in detail below.

10.2.1 LIS professional association membership, by sector

This question asked: Are you currently a member of one or more library/information professional associations (e.g. LIANZA, SLANZA, TRW)?

Sector	No	Yes	Total	% Yes of Sector
National	7	22	29	75.86
Public	48	200	248	80.65
School	10	105	115	91.30
Special	29	124	153	81.05
Tertiary	44	133	177	75.14
Other	13	20	33	60.61
TOTAL	151	604	755	80.00

The percentage across all sectors was 80%, but when broken down by sector it can be seen that a higher proportion of school respondents are members of library related professional associations (91.30%), and a lower proportion of National (75.86%) and tertiary (75.14%) library respondents.

10.2.2 Non-LIS professional association membership, by sector

This question asked: Are you currently a member of one or more other professional associations (e.g. in the industry you serve, teaching, management, IT)

Sector	No	Yes	Total	% Yes of Sector
National	19	6	25	24.00
Public	167	38	205	18.54
School	56	37	93	39.78
Special	101	38	139	27.34
Tertiary	127	32	159	20.13
Other	12	13	25	52.00
TOTAL	482	164	646	25.39

The percentage across all sectors was 25.39%, but when broken down by sector it can be seen that a much higher proportion of school library staff (39.78%) are members of other professional associations, indicating close ties with the education sector. Special library (27.34%) and 'other' (52%) respondents are also higher than public and tertiary library staff, which reflects the closeness of many people in these roles to the industries they serve, and to a range of job content beyond professional library skills. Relatively few public (18.54%) and tertiary (20.13%) library respondents are members of other professional association groups.

10.2.3 Active involvement in professional associations, by sector

This question asked: Are you, or have you ever been a member of professional association committees or working parties?

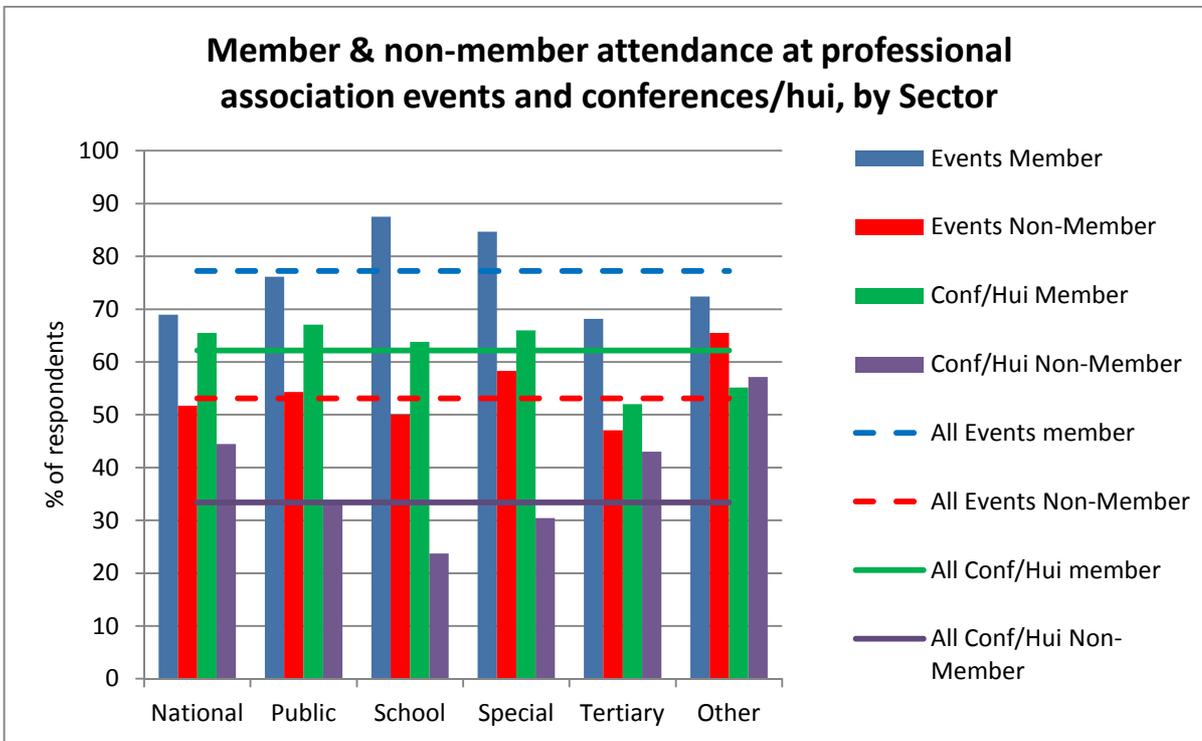
Sector	No	Yes	Total	% Yes of Sector
National	18	10	28	35.71
Public	141	85	226	37.61
School	61	37	98	37.76
Special	72	68	140	48.57
Tertiary	86	89	175	50.86
Other	14	15	29	51.72
TOTAL	392	304	696	43.68

There was no timeframe put on this question, so what at first seems a surprisingly high level of participation (43.68%) may actually reflect the level of active engagement with professional associations at some time in many librarians' careers. Special (48.58%), tertiary (50.86%) and Other (51.72%) reported a much higher level of involvement than people from the National (35.71%), public (37.61%) and schools (37.76%) sectors.

10.3 Attendance at professional association events and conferences/Hui

Four questions were asked here, exploring whether people had attended events or conferences/hui organised by professional associations that they are or are not a member of, in the last 2 years.

Member & non-member attendance at professional association events and conferences/hui, by Sector



The combined graph shows that people attend more events and conferences/hui organised by professional associations they are members of, but that there is a high level of attendance at these events for non-members too.

10.3.1 Attendance at events run by a professional association you are a member of, by sector

This question asked: In the last 2 years, have you attended events organised by professional associations you are a member of?

Sector	No	Yes	Total	% Yes of Sector
National	9	20	29	68.97
Public	59	188	247	76.11
School	14	98	112	87.50
Special	23	127	150	84.67
Tertiary	57	122	179	68.16
Other	8	21	29	72.41
TOTAL	170	576	746	77.21

The percentage across all sectors was 77.21%, but when broken down by sector it can be seen that a higher proportion of school (87.50%) and special (84.67%) library respondents have attended events organised by professional associations that they are members of in the last two years, with a lower proportion of National (68.97%) and tertiary (68.16%) library respondents doing so. These trends are consistent with the relative level of membership in the

professional associations that was reported in the earlier question. It must be remembered that these figures may refer to both library and non-library professional associations, and do not include conferences/hui.

10.3.2 Attendance at events run by a professional association you are not a member of, by sector

This question asked: In the last 2 years, have you attended events organised by professional associations you are NOT a member of?

Sector	No	Yes	Total	% Yes of Sector
National	14	15	29	51.72
Public	106	126	232	54.31
School	52	52	104	50.00
Special	60	84	144	58.33
Tertiary	90	80	170	47.06
Other	10	19	29	65.52
TOTAL	332	376	708	53.11

The percentage across all sectors was 53.11%, and was quite consistent across sectors, with special library staff (58.33%) a little more likely to attend such events, and tertiary library staff (47.06%) a little less.

10.3.3 Attendance at conferences/hui run by a professional association you are a member of, by sector

This question asked: In the last 2 years, have you attended conferences or hui organised by professional associations you are a member of?

Sector	No	Yes	Total	% Yes of Sector
National	10	19	29	65.52
Public	77	157	234	67.09
School	38	67	105	63.81
Special	49	95	144	65.97
Tertiary	84	91	175	52.00
Other	13	16	29	55.17
TOTAL	271	445	716	62.15

When conferences and hui organised by professional associations that the respondent is a member of are considered, the overall level of 62.15% attendance is a little misleading, as attendance by National (65.52%), public (67.09%), school (63.81%) and special (65.97%) library staff is all higher than the overall level. It is brought down by a significantly lower level of attendance by tertiary library staff (52%). However, it is difficult to imagine that more than 50% of a library's staff would be able to attend a professional association conference or hui (e.g. a LIANZA or SIG Conference or Te Ropu Whakahau Hui-a- Tau) within a 2 year period, so these figures seem to be high.

10.3.4 Attendance at conferences/hui run by a professional association you are not a member of, by sector

This question asked: In the last 2 years, have you attended conferences or hui organised by professional associations you NOT are a member of?

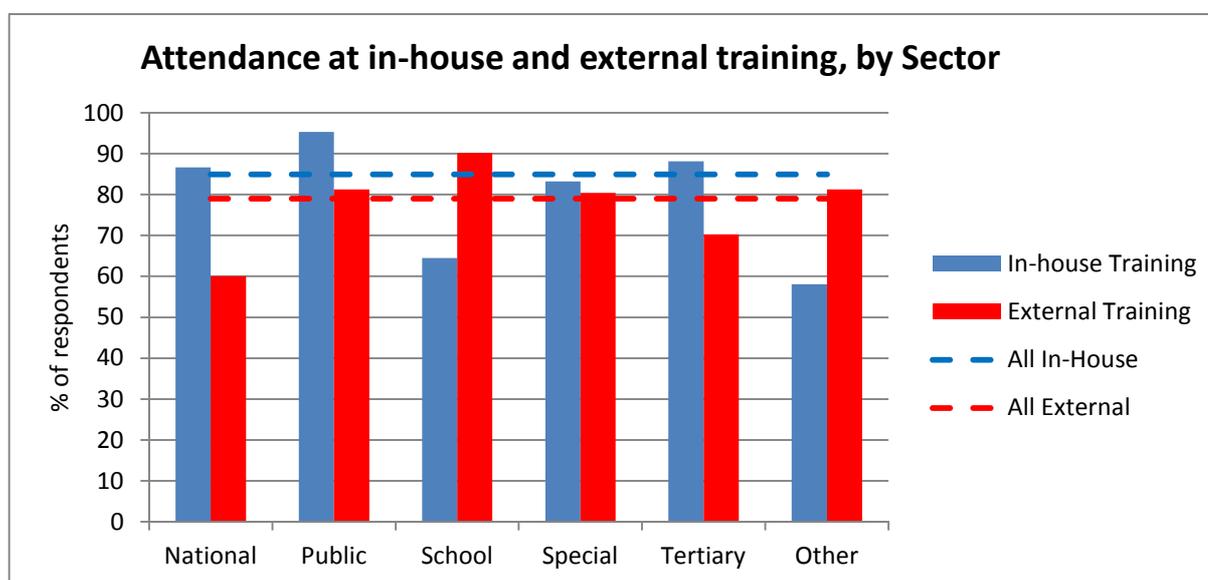
Sector	No	Yes	Total	% Yes of Sector
National	15	12	27	44.44
Public	149	76	225	33.78
School	74	23	97	23.71

Special	96	42	138	30.43
Tertiary	98	74	172	43.02
Other	12	16	28	57.14
TOTAL	444	243	687	35.37

When conferences and hui are considered, a more distinct pattern occurs. The percentage across all sectors was 35.37%, but National (44.44%) and tertiary (43.02%) library staff are significantly more likely to attend conferences and hui run by associations that they themselves are not members of. This reflects the relatively low level of personal association membership within the tertiary sector, and the intersection of tertiary library conferences with related areas such as tertiary education, IT etc. People who identified themselves as 'other' were much more likely to attend such events, reflecting the diversity within this group who do not self-define as being part of any of the other library sectors.

10.4 Training attendance

Two questions were asked here, exploring the level of attendance at in-house and externally run training courses, over the last two years.



10.4.1 Attendance at in-house training courses, by sector

This question asked: In the last 2 years, have you attended in-house training courses?

Sector	No	Yes	Total	% Yes of Sector
National	4	26	30	86.67
Public	12	246	258	95.35
School	38	69	107	64.49
Special	25	124	149	83.22
Tertiary	21	156	177	88.14
Other	13	18	31	58.06
TOTAL	113	639	752	84.97

Overall 84.97% of respondents have attended training in-house, but an analysis by sector shows that school librarians (64.49) and Other (58.06) are much less likely to have had access to this than people in larger libraries.

10.4.2 Attendance at training outside the workplace, by sector

This question asked: In the last 2 years, have you attended training courses outside the workplace?

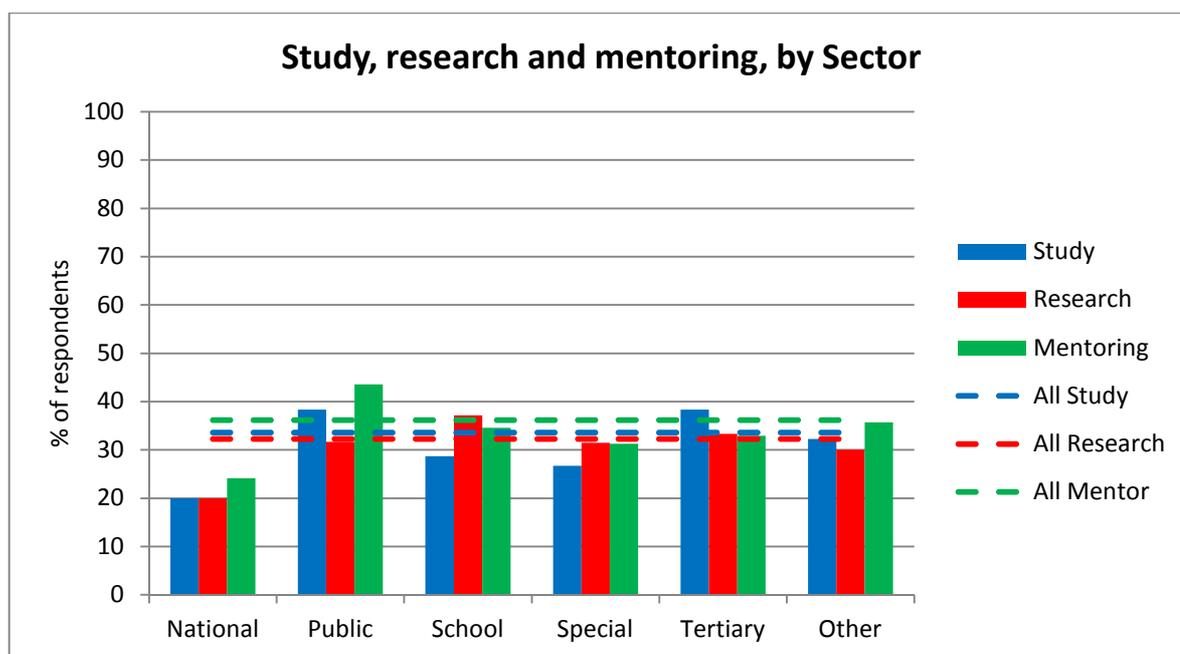
Sector	No	Yes	Total	% Yes
--------	----	-----	-------	-------

				of Sector
National	12	18	30	60.00
Public	47	204	251	81.27
School	11	101	112	90.18
Special	29	119	148	80.41
Tertiary	52	123	175	70.29
Other	6	26	32	81.25
TOTAL	157	591	748	79.01

Training outside the workplace could be provided by a professional association or a range of other groups. Typically it is of a more generic nature than in-house training, which can be targeted to the specific needs of the organisation. 79.01% of respondents reported having attended such courses over the last two years. School librarians (90.18%) had attended the most, which may be explained by the large number of small/sole charge libraries in this sector. National (60%) and tertiary (70.29%) library staff were the least likely to have attended external training, perhaps reflecting stronger in-house training programmes in these sectors.

10.5 Study, research and mentoring

Three questions were asked here, exploring whether respondents had undertaken work related study, done original research or been involved in mentoring in some way, either as a mentor or mentee.



10.5.1 Undertaken formal work-related study of one trimester or more, by sector

This question asked: In the last 2 years, have you engaged in formal work-related study (courses of one trimester or more) to stay up to date?

Sector	No	Yes	Total	% Yes of Sector
National	24	6	30	20.00
Public	148	92	240	38.33
School	77	31	108	28.70

Special	107	39	146	26.71
Tertiary	106	66	172	38.37
Other	21	10	31	32.26
TOTAL	483	244	727	33.56

A third (33.56%) of respondents indicated that they had enrolled in at least one course of work-related study (duration one trimester or more) during the last two years. A higher proportion of public (38.33%) and tertiary (38.37%) library staff have done this than National (20%), school (28.70%) or special (26.71%) library respondents.

Long academic courses require considerable investment of time, energy and money. This indicates a high level of active participation in ongoing study from amongst the respondents to the survey, and supports the advice given in the final section of the survey that study underpins a career in library work.

10.5.2 Undertaken original research, by sector

This question asked: In the last 2 years, have you undertaken original research (e.g. surveys in the workplace or for a course of study)?

Sector	No	Yes	Total	% Yes of Sector
National	24	6	30	20.00
Public	162	75	237	31.65
School	66	39	105	37.14
Special	98	45	143	31.47
Tertiary	114	57	171	33.33
Other	21	9	30	30.00
TOTAL	485	231	716	32.26

Undertaking original research is a powerful way to learn about a topic, whether it is done to solve a workplace problem, or as part of the requirements of an assignment. Almost a third (32.26%) reported that they had done some original research in the last two years. Results were quite consistent across sectors, with a slightly higher level of school librarians (37.14%) saying they did this, and fewer National library respondents (20%).

10.5.3 Been mentored, or mentored others, by sector

This question asked: In the last 2 years, have you been formally mentored and/or have you mentored others?

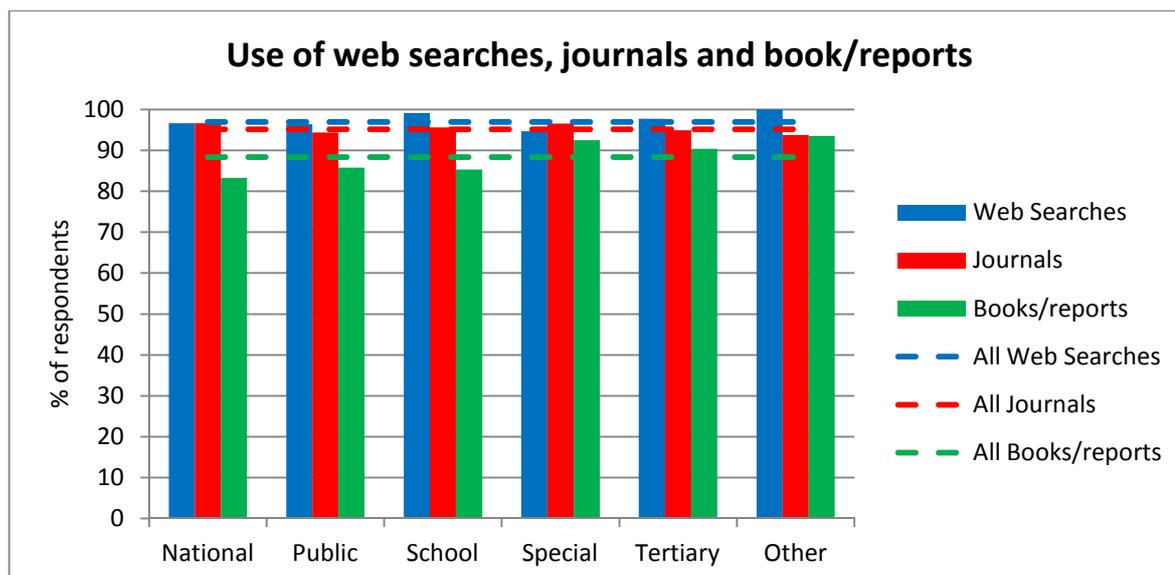
Sector	No	Yes	Total	% Yes of Sector
National	22	7	29	24.14
Public	136	105	241	43.57
School	70	37	107	34.58
Special	99	45	144	31.25
Tertiary	116	57	173	32.95
Other	18	10	28	35.71
TOTAL	461	261	722	36.15

Formal mentoring is part of LIANZA's Professional Registration scheme for some participants, but the proportion of people who report that they have either been mentored or provide mentoring here (36.15%) was unexpected. Mentoring can take a range of formal and informal forms, and it is heartening to see such a high response.

There was a much higher level of mentoring in public libraries (43.57%) than other libraries, and the National library respondents reported a lower level (24.14%).

10.6 Professional reading: Web searches, journals and books/reports

Three questions were asked here, exploring how many respondents had sought work-related information via web searches, reading print or online journals, and from books/published reports.



10.6.1 Undertaken web searches, by sector

This question asked: In the last 2 years, have you undertaken one or more web searches to find information related to work?

Sector	No	Yes	Total	% Yes of Sector
National	1	29	30	96.67
Public	9	242	251	96.41
School	1	113	114	99.12
Special	8	142	150	94.67
Tertiary	4	174	178	97.75
Other	0	32	32	100.00
TOTAL	23	732	755	96.95

An overwhelming 96.95% of respondents to this question have done at least one web search on a work-related topic over the last two years. Many people do not recognise that searching for information at the time when it is relevant is a powerful learning opportunity, and can be counted as continuing professional development.

10.6.2 Read print or online journals, by Sector

This question asked: In the last 2 years, have you sought out and read print or online journals related to work?

Sector	No	Yes	Total	% Yes of Sector
National	1	29	30	96.67

Public	14	236	250	94.40
School	5	109	114	95.61
Special	5	142	147	96.60
Tertiary	9	167	176	94.89
Other	2	30	32	93.75
TOTAL	36	713	749	95.19

Almost all respondents (95.19%) have, in the last two years, read print or online journals on work-related topics. There is almost no variation between sectors here.

10.6.3 Read books and published reports, by sector

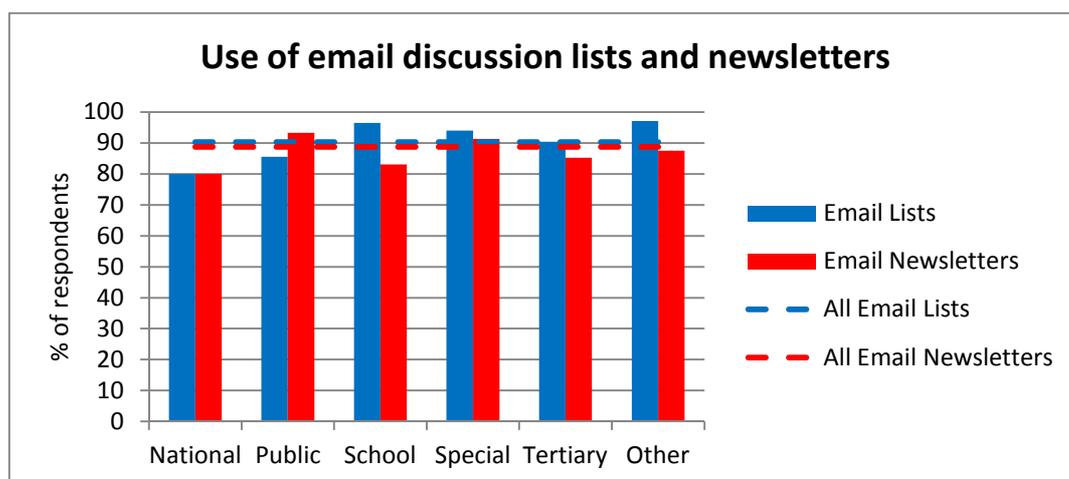
This question asked: In the last 2 years, have you sought out and read books and published reports related to your work?

Sector	No	Yes	Total	% Yes of Sector
National	5	25	30	83.33
Public	35	211	246	85.77
School	16	93	109	85.32
Special	11	135	146	92.47
Tertiary	17	160	177	90.40
Other	2	29	31	93.55
TOTAL	86	653	739	88.36

Coming in behind web searches (96.95%), Journals (95.19%), and email discussion lists (90.28%) and newsletters (88.70%), the overall proportion of people who have read work related books and published reports is 88.36%. It can be seen that the level is high across all sectors, but special (92.47%), tertiary (90.40%) and Other (93.55%) information workers reported this a little more than the other sectors. The inclusion of published reports in this question may have influenced this high level of response somewhat.

10.7 Professional reading: Email discussion lists and newsletters

Two questions were asked here, exploring whether respondents subscribed to and read work-related email discussion lists and newsletters that are delivered via email.



10.7.1 Read email discussion lists, by sector

This question asked: Do you currently subscribe to and read email discussion lists related to work (e.g. nz-libs)

Sector	No	Yes	Total	% Yes of Sector
National	6	24	30	80.00
Public	37	219	256	85.55
School	4	111	115	96.52
Special	9	140	149	93.96
Tertiary	17	160	177	90.40
Other	1	33	34	97.06
TOTAL	74	687	761	90.28

One of the most common ways of keeping up to date, 90.28% of people subscribe to and follow one or more email discussion lists such as nz-libs. School (96.52%) and Other (97.06%) sector respondents have the highest level of use, while National (80%) and public (85.55%) library respondents have lower levels of use, possibly reflecting the fact that some library staff have limited access to computers at work.

Email has long been the primary way that New Zealand librarians communicate with each other and share information, and obviously still has a very strong hold.

10.7.2 Read email newsletters, by sector

This question asked: Do you currently subscribe to and read email newsletters related to work (e.g. Library Life)

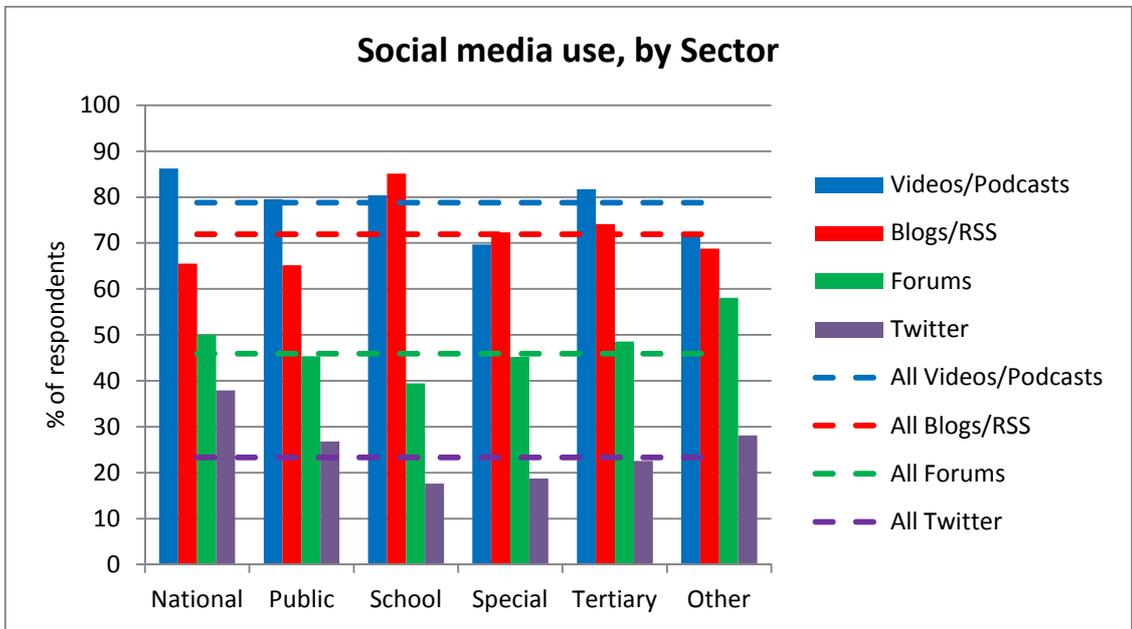
Sector	No	Yes	Total	% Yes of Sector
National	6	24	30	80.00
Public	17	236	253	93.28
School	19	93	112	83.04
Special	13	136	149	91.28
Tertiary	26	150	176	85.23
Other	4	28	32	87.50
TOTAL	85	667	752	88.70

A very high proportion of respondents (88.70%) agreed with this. As only 80% are members of a library/information professional association, we must assume that there are other emailed newsletters than Library Life being read. Public (93.28%) and special (91.28%) library staff were more likely to read them, and National (80%) and school (83.04%) library staff a little less likely to.

The convenience of having a newsletter delivered to your email inbox and being available when you have time to read it may be significant here.

10.8 Professional reading: Social media

Four questions explored the use of work-related videos and podcasts, Blogs and RSS feeds, Twitter and other Social media such as Forums.



10.8.1 Accessed work-related videos or podcasts, by sector

This question asked: In the last 2 years, have you accessed videos and/or podcasts related to work?

Sector	No	Yes	Total	% Yes of Sector
National	4	25	29	86.21
Public	50	195	245	79.59
School	22	90	112	80.36
Special	44	101	145	69.66
Tertiary	32	143	175	81.71
Other	9	23	32	71.88
TOTAL	161	577	738	78.18

The relatively high level (78.18%) of use of videos and/or podcasts suggests that librarians are making good use of these resources. Special libraries staff (69.66%) are the least likely to use these tools, possibly influenced in part by restrictions in accessing video sites within their workplace. The ability to watch a short video to learn how to perform a computer function or to view a conference presentation is very valuable, but this data does not provide any insights into how people are accessing and using these formats.

10.8.2 Read blogs/RSS feeds, by sector

This question asked: Do you currently read blogs/RSS feeds related to work?

Sector	No	Yes	Total	% Yes of Sector
National	10	19	29	65.52
Public	86	161	247	65.18
School	17	97	114	85.09
Special	41	107	148	72.30
Tertiary	45	129	174	74.14
Other	10	22	32	68.75
TOTAL	209	535	744	71.91



Overall 71.91% of respondents say they read blogs/RSS feeds. This is quite consistent across sectors, although there is a notably higher level of penetration amongst school librarians (85.09%), perhaps reflecting the quality of some blogs targeted at this group. Just under two thirds of National (65.52%) and public (65.18%) library respondents said that they read blogs.

10.8.3 Use other work-related social media, by sector

This question asked: Do you currently participate in other social media such as LinkedIn or student forums, related to work?

Sector	No	Yes	Total	% Yes of Sector
National	15	15	30	50.00
Public	130	108	238	45.38
School	66	43	109	39.45
Special	80	66	146	45.21
Tertiary	89	84	173	48.55
Other	13	18	31	58.06
TOTAL	393	334	727	45.94

This question was worded in quite a vague way, designed as a catch-all for “other” work related social media (blogs/RSS feeds, email, Twitter, videos and podcasts all having their own questions). The examples given were LinkedIn and student email forums, the latter of which all library school students have to engage with. Facebook was not explicitly mentioned, but as some professional associations are making increasing use of it, it would come under this umbrella too. 45.94% of all respondents said they participate in some other form of social media. School librarians were a little less likely to (39.45%), and those who identified as ‘Other’ (58.06%) were more active.

10.8.4 Follow Twitter feeds, by sector

This question asked: Do you currently follow Twitter feeds related to work?

Sector	No	Yes	Total	% Yes of Sector
National	18	11	29	37.93
Public	172	63	235	26.81
School	89	19	108	17.59
Special	117	27	144	18.75
Tertiary	134	39	173	22.54
Other	23	9	32	28.13
TOTAL	553	168	721	23.30

This was the method of keeping up with the lowest overall level of uptake with under a quarter of all respondents (23.30%) utilizing twitter, but an analysis by sector is revealing, showing that a higher number of respondents from the National Library (37.93%) use Twitter. School (17.59%) and special (18.75%) library respondents were the least likely to use Twitter for work-related information.

10.9 Comments on keeping current: Free-text answers

Sector	Number	% of total respondents from sector
National	6	17.65
Public	46	15.18
School	26	20.16
Special	36	21.56
Tertiary	25	12.63
Other	7	18.92
TOTAL	146	16.82

Participants were invited to add free-text comments about keeping current. 146 comments were received, which represents the ideas of 16.82% of the participants in the survey. This table shows that school librarians were the group which gave the highest proportion of responses.

This section includes a summary of techniques that emerged from the feedback, which may be a useful checklist for individuals.

10.9.1 Key themes (Summary)

Issues related to keeping up

- Things are changing so fast, have to keep up
- Time and money are tight
- Lack of CPD opportunities reduces motivation
- Understand that some learning is done in a block
- Accept that some times in your life you cannot accommodate anything more

Techniques for keeping up

- Learn how to learn
- Work out what topics to follow
- Choose appropriate sources
- Use tools to organise reading
- Don't put unnecessary pressure on yourself that you might "miss" something

10.9.2 Issues related to keeping up, illustrated with quotes

Things are changing so fast, have to keep up

- Keep up

"It is essential in a field such as library and information which is moving quickly and influenced by many external factors (government policy/economy /ICT developments) that professionals are absolutely up to date all the time"

"There is an enormous amount of useful information available to keep us abreast of whatever sector we are in and I think that staff must access information and continue to keep up to date with what is happening."



Time and money are tight

- Many people are already studying – extra CPD on top of that is difficult
- Family/community commitments mean non-work time is not available
- Senior professional staff are expected to work the hours needed to do the job, not just 40 hours.
- Life is more stressful at times (e.g. after the earthquakes, during restructuring)

"It is much harder to keep up to date now that I have a leadership role as it is very demanding and tiring. I just want to relax and recover when I am at home. I'm hoping things will improve in the future"

"lots of unfamily friendly meeting times"

- Commuting to and from work cuts into available time
- Lack of time/support to follow new ideas

"When I find articles about new web tools that could be useful for my students I then find it difficult to find the time to learn how to use it or something on our school network needs to be done to make it work and then our IT service to the library is appallina. So I aive up."

"It is difficult for someone like myself (I live and work for a small organisation located an hour away from a main city) to become more involved in professional activities (e.g. I would have liked to participate on my region's LIANZA conference committee, but I felt I was unable to commit to the meeting schedule (owing to time required away from work, travel costs etc.)"

- Inability to get to activities to participate due to realities of job

- Employer support dictates course/conference attendance for most people

"A limitation to professional development comes from within the institution with decreasing budgets, our PD budget being taken over centrally with more emphasis on institutional in house training - most of which is not particularly useful for us."

"For some years now, there is a general rule that conferences mostly cannot be attended unless you are presenting - which inhibits many of us from even attending Lianza conference."

"It is hard to get to conference and events outside the are. The library only sends one or two people and don't like spending money on travel or accommodation and circulation is at the bottom of the list."

Lack of CPD opportunities reduces motivation

- Lack of employer support (time, money, encouragement)
- Workplace policy restricting access to web/YouTube/social media
- Already working extra hours
- Low pay so do not want to work extra hours
- Part-time staff have more difficulty getting to events
- Lack of courses in parts of the country/need to travel

- Inability for all staff to attend available courses

Understand that some learning is done in a block

- reading about a topic
- doing a work project
- going to a course
- writing an assignment
- Ordinary workplace – things come up, you learn about them (conversations, thinking things through, learning a new resource/technology, working out ‘why did that happen’ etc)
- These are often related to something interesting to you/your job, so your motivation is higher.

Accept that some times in your life you cannot accommodate anything more

- After the earthquakes
- During restructuring
- During family crises
- Can still learn – reflecting on how people cope in a crisis, finding ways to continue providing service etc are just as valid learning opportunities as going to a conference

10.9.3 Techniques for keeping up, illustrated with quotes

Current awareness is not just training courses – it happens every day. It involves being interested and taking opportunities and recognising that there are learning opportunities all the time. This section offers tips to help individuals work out most efficient ways to keep up to date.

Learn how to learn

- Be aware that you are learning – do so consciously.
- Be curious, interested in what is happening.
- Learn reflective practice, were you think “what did I learn from that workshop/meeting/problem with the computer...” (for some people this might involve a notebook, blog or journal, for others just a commitment to think about what you did during the day in the bus on the way home, or tell a colleague/family member what you did and learned today.)
- Learn to skim read – not everything deserves your attention

“Doesn't take nearly as much time as some people think!”

Work out what topics to follow

“Decide what you want to know about, and focus on that. I keep track of things that are not directly relevant to my current role as they are areas I am interested in. Find a few key people or resources that offer links to items you know will be of interest. Don't worry about knowing about everything.”

- **Don't just follow library topics**
 - IT, business trends
 - Relevant literature in your field (YA novels, subject literature etc)

Choose appropriate sources

- Email lists used to be the most important method of communication, but other social media (Blogs, Twitter feeds, Facebook, etc) are now where much of the interesting learning opportunities are being shared.

“NZLIBS is one of the least useful forums for keeping up to date professionally. Unfortunately the LIANZA website is barely functional. There is a vibrant library community outside nzlibs that many of those who live within nzlibs are unaware of. I am often dumbfounded at the number of information/library professionals who can only deal with email as a source of prof info”

“Twitter is the most useful source for alerting me to relevant resources for professional development”

“I do what I can to stay up-to-date, and I find reading professional journals, trade journals, websites, blogs, etc more useful than constantly checking updates on social networking sites and list-servs”

Use tools to organise reading

- Lots of tools available
 - RSS readers
 - Email filters
 - Twitter readers and groups
 - Alert services
 - Link collection software
- Learn how to use them correctly so they become a positive not a negative tool

“I am registered on twitter, but just don't get it - a lot of it seems inane, and I've got deadlines that need meeting, so don't need the distraction when there is very little benefit from it.”

“twitter, linkedin, blogs, facebook etc need absolute grass roots explanation and justification for older generation of librarians to get on board. All 'training' on these assumes you know a lot already.”

- Let other people find good resources for you.
 - Sally Pewhairangi's Finding Heroes blog/email list
 - PUBSIG's Facebook page

“I do read Twitter, blogs etc but only if I am sent or given the links i.e. I don't go searching. That way I see relevant and interesting items without wasting time.”

- Don't put unnecessary pressure on yourself that you might “miss” something

“rss feeds, twitter, etc clog up my inbox and half the time I don't read them. Likewise Library Life etc., I just skim read the headlines and read what I think is important/relevant”

- Personal Learning Networks (PLN) is a well established concept in the education sectors

“I have established a Personal Learning Network, I find the school library Listserv invaluable and enjoy LIANZA's Library Life and SLANZA Collected are essential reads for me. I have an RSS Feed to L2 scoop it. Yes its all time consuming but I enjoy it.”



10.10 Checklist of strategies to keep up to date

A. INTERACT WITH PEOPLE

- Talk to people
 - Learn from colleagues
 - Discuss issues
 - Network
 - Use Performance Reviews and chats with manager
 - National Library Advisors (schools)
- Meetings and Committees
 - Learn by listening, participating, doing
 - School network meetings
- Mentoring
 - Formal and informal
 - Be a mentor, be mentored

B. READ

- Follow social media
 - It's OK to follow, don't have to comment
 - Email discussion lists (nzlibs, SchoolLibs etc)
 - Blogs
 - Twitter feeds provide links to useful resources, conference content
 - Facebook pages (e.g. PUBSIG)
 - Alert services
- Search for information on a topic you are working on/interested in
 - Literature search
 - Talking with people
- Read a range of sources
 - Follow links that people send to you/recommend
 - In print (books, journals, reports, conference papers etc)
 - Online (websites, books, journals, reports, conference papers etc)
 - Audio books/podcasts (good while commuting)
 - Videos (YouTube etc)

C. DO THINGS (overlaps with A and B)

- Work-related training
 - In-house training
 - External courses & workshops (LIANZA etc)



- Conferences
 - Library
 - Other industry
 - Webinars

- Formal study
 - Every element is CPD
 - Library education
 - Study in other subject areas
 - Short courses

- Teach others
 - In-house training
 - Presentations
 - Write articles

- Do research
 - For the workplace
 - For study

11 What Librarians Do

This section discusses a key question: What do librarians do that marks them out from people doing other jobs? What can we tell people who don't know why librarians are important?

Sector	Number	% of total respondents from sector
National	12	35.29
Public	133	43.89
School	64	49.61
Special	76	45.51
Tertiary	80	40.40
Other	18	48.65
TOTAL	383	44.12

383 responses were received, which represents the ideas of 44.12% of the participants in the survey. This table shows that school and special librarians were the group which gave the highest proportion of responses, perhaps reflecting in part the greater need for individuals to articulate value in these sectors.

11.1 The skills of a librarian

Although this is qualitative data, it seemed useful to examine, roughly, which elements were mentioned the most often. These are listed here in order of frequency of mention. Obviously there is considerable overlap between many of these factors.

1. Organising information/making it accessible
2. Connecting people with right information/leisure reading for them
3. Using expert search skills to find information
4. Using customer service skills to help people
5. Evaluating information/sources
6. Understanding where to find information
7. Empowering people to find information independently
8. Helping people cope with information overload
9. Adding value to users
10. Collection development for communities
11. Information literacy/lifelong learning
12. Using IT to provide services
13. Neutral/not controlled by commercial interests
14. Encouraging and promoting reading and literacy

11.1.1 Key themes (Summary)

- Enhance lives of people and communities
- Encourage and promote reading, literacy and learning
- Help people find and use information
- Organise and provide access to information



- Have specific attitudes and understanding

11.1.2 Key themes, illustrated with quotes

Enhance lives of people and communities

- Enrich people's lives
- Build strong communities
 - General/democracy

"We are always working to enrich other people's lives through many social and educational services for all ages."

"happy, empowered, informed citizens in turn contribute positively to the community."

"Almost everything we do is to help the community (whatever that is for each Library) to the best of our abilities, at no additional cost to the customer/s"

"I believe that we are guardians of democracy because we appreciate and facilitate access to information."

"Public librarians have a broader role in the community - their library and the services it offers facilitate community engagement by citizens."

"We provide access to the meeting of ideas, and connections in the local community and global community."

- Strengthening research communities
- Defend intellectual freedom
 - Protest against censorship
 - Believe in the public good

"We can act as connectors, connecting people engaged in similar lines of research, but not aware of each other." (tertiary)

"They have altruistic motivations and will go above and beyond for the public good."

"That access to information is really important and a fundamental right."

"Guardians and disciples of freedom of speech and democratic processes."

"They have become advocates for knowledge and equity in our societies"

"understand the r/ships between user-pays and the right to 'critical' info and resources; need to be focused on their employers needs but can balance/advocate for larger groups and the public"

- Neutral, not commercially or politically motivated

"They take time to help students/people without 'selling' or promoting a product/service. The service they offer is defined by the needs of the students/patrons and is not driven by their own interests."

"Librarians are not trying to sell anything, and are politically and commercially neutral."

"We do what we do for you and on your behalf. We do it with no driver other than providing the best quality information/service possible - no revenue/profit motivation"

"They don't judge - you can search for and use whatever you want and a librarian won't comment"

- Facilitate community space/events

Encourage and promote reading, literacy and learning

- Help children/people enjoy reading
- Help everyone enjoy learning
 - Encourage readers/information seekers

“facilitating spaces for communities to relax, meet, and meet many of their needs.”

“You can't read, you can't succeed.”

“Our job is to teach people how to research effectively and also to lead them into the pleasure of reading and researching fiction and non-fiction in a range of media.”

“Reading is such a key component and indicator of academic success - librarians are the most important people in the school!!”

“Librarians bridge the gap for children between being taught to read and enjoying it”

“In the public sector we also support the needs of the community and promote literacy and a love of reading & learning. We are the people's university.”

- Facilitate information literacy/lifelong learning (General – specific skills outlined below)
- Facilitate access to ICT
 - Provide hardware and software
 - Teach people to use it
 - Support people using it

“They help people make sense of the world around them and empower people to help themselves.”

“We are multi-skilled, multi-expert people who raise the level of debate and multiple literacies in society in our daily work”

“Everything is IT related these days.”

“More confident about IT issues”

“tutor those less fortunate to make use of computers, technology, seek jobs, write C.Vs, etc”

Help people find and use information

- Teach them to search for and use information
 - Written and oral instructions/support
 - Understand information seeking behaviour
 - Increase skills and confidence
 - Coach and mentor

"Rather than find information we teach people how to find information which is much more important."

"help people learn how to locate information they require"

"one of our key roles is in teaching search."

"A librarian will help you to help yourself - how to find stuff; how to organise stuff so you can find it and find it again"

"As more and more information becomes available and as this information becomes more readily available, people (and particularly children) need guidance and advice on how to find the correct information efficiently. Librarians do this."

"People who don't know how to look something up waste everyone's time and money, they are the hunt-n-peck typists of the super-speed information age."

"Educational Librarians know their subjects and their collections as others cannot, they can advise and assist outside the classroom in a neutral and helpful way. This kind of help and support is particularly important for adult learners commencing or returning to tertiary study."

"Librarians support learning, teaching and research in education sector"

"You don't know what you don't know! There are lots of tips I can give you to help you find good information about your topic and change the result of your research from average to excellent."

"Librarians aren't important. It's what they can help other people achieve that's important."

"Librarians aren't important. Libraries are and libraries work because librarians know how to make them work. We function to serve our community, whoever it is. If we do that well and can demonstrate it by working hard to achieve targets and providing a measurable benefit to the community then they won't argue that what we do is important. We ourselves aren't. What we can do is."

"Listen help encourage educate"

"We deal with people of every ages & from all walks of life: unemployed to professionals, homeless to wealthy, babies to aged. We're not selling anything but we can make a difference to their lives."

- Help people cope with information overload
 - Make sense of the huge number of sources
 - Filter information
 - Develop critical thinking skills
 - Support problem solving
 - Save their time
 - Make life easier

- Connect people with right/relevant/best information/leisure content for them
 - How to help them define what they really want/need
 - Reference services
 - Readers Advisory

"Librarians are all about making others' lives easier as we point the way to information."

"We have learned about the reference interview - how to fully understand what the customer needs."

"Librarians are connectors! of people to the information they need. We know how to ask them the right questions so that they can find what they need, and we have the tools to find it."

"They try to gain client insight and true understanding of the question so that they deliver a better answer."

"They are able to analyze a problem, define its parameters and filter out irrelevancies. The customer is then able to make informed decisions about the information they require whether it is who writes mystery novels, set in a particular time, without bad language or violence to a more complex issue such as globalization of trade and economic wealth."

"Good at advising people on reading as well as finding info."

"Librarians are able to connect people with information that meets their needs by being discerning, knowledgeable and enquiring so that the customer gets the best service possible."

"They help the community with anything from complex research to finding a good read."

"Librarians make sure that the information fits. Our competitive advantage is that you can trust us, because our only agenda is to help you. We know the best sources and can make sense of stuff."

"Librarians can lead people to the best information for their needs, not just any old piece of information that may or may not be best for them."

"Ability to formulate search strategies, knowledge of resources and instinct to match them with people"

"We are concerned with access and getting people where they need to go"

"We have moved from being custodians of information to filters of information - in the past we were the ones who knew how to access it, now we know where to find the best information in the vastness that is available."

- Once they have defined it, we help them find it

"We provide an essential 'human' service that no technology can replace."

"We offer a personalised service."

"Librarians help people, particularly finding information - the place to go when you don't know the answer."

"Successful librarians have a unique blend of people skills and the ability to get to the heart of the information or recreational reading needs of a broad range of people, and work to meet those needs."

"We make it easy for the public to gain access to any information they may require"

"Librarians want to help people, connect customers with whatever meets their needs; they are often very good at working outside the square"

"Librarians help people find the information they are looking for. They are the signposts, not the gatekeepers."

"Most librarians are helpful and friendly and will do anything to help someone find the information or resource they need."

- Know where to find information
 - Understand how information is organised
 - Know what sources are available
 - Will look for information in different places

- Will look for information across different formats

“They know where to find everything.”

“a librarian’s job is now about guiding people to all sorts of avenues for resources and info not just directing them to the right book shelf.”

“librarians might not know the answer, but they know where to go to find the answer”

“Librarians provide 'navigation' for information sources”

“We are familiar with information in a variety of formats (print, audio, digital, etc.).”

“Librarians are no longer just book people, we’re info specialists. You must be very media and source savvy.”

“Our focus is on facilitating access to knowledge and information in all their forms.”

“Librarians have skills in searching for authoritative information and that not everything is available online. Google does not have the answer for everything!”

“We can open the door to all sorts of information that you may not find just from a 'Google' search.”

“We help make connections between people and information, people and other people even.”

“They widen horizons”

“Librarians are the key to information. In the past this has been because information was mostly held in libraries. But now information is everywhere. Librarians offer a key to finding relevant and timely information in a variety of formats

“They know to look at a variety of sources for information, and that a topic has many layers.”

- Expert search skills in different sources
 - Skilled
 - Quick

“The research skills that students do not have.”

“Can be good "detectives" - tenacious when tracking down information”

“Librarians have superior research skills and can find stuff that most people can't!”

“We are power searchers!”

“It's knowing how to access information that is our main strength”

“Everyone these days is a knowledge manager and can do research but librarians are specially trained and can do it faster and more effectively”

- Know how to evaluate information
 - When building collections
 - When searching for information
 - Appreciate that different media have different strengths and limitations
 - Teach users to evaluate information
 - Recognise quality
- Help people use information once it is found



"We can spot a dodgy website in a list of search results from 50 paces. This is something that not all users good at and an under-rated skill amongst the general populace."

"Librarians have information literacy and critical analysis skill that are essential to weed out the nonsense that proliferates in the physical and virtual publishing world."

"Information is power which must come from validated sources"

"Librarians are the only ones who have the understanding to teach judgment with regard to the internet and information resources."

- Turn information into knowledge
- Organise the information that has been found
- Reference sources fully and correctly
- Provide research support for clients
 - Packaging information
 - Decision/business support (special)
- Enable and support the work of others

"We have far better research skills so can save you time by doing research for you." (special)

"In the review of our library, users said the library staff were the most important factor, not the software or the collection. Library staff made it quicker and more efficient to find what they wanted."

"A special librarian save the CEO time by providing all the information they require - summarised and on time"

"provide information resources and teach information skills to contribute to academic success and academic research."

"Commitment, dedication and going the extra mile(s)"

"I've always liked the Dilbert quote "if you have too much information and it's not organised in any useful way then it can't help you make decisions". the librarian's role is organising that information to make it useful to people in their work."

"knowing how and where to find information at least possible cost, managing a budget well and doing more with less, saving other more expensive staff time and therefore money." (special)

"Librarians are important because they are trained to look at the world with curiosity and openness, and ask how they can meet the needs of those they encounter (and then apply creativity to find a way to deliver)."

"In special libraries I feel professional actions are more important - showing the benefits by professional behaviour, knowledge and undertaking work and presenting ideas that are seen to benefit the organisation or fit with the core business values seem to get the message across much better than telling a manager about it."

- Support the work of subject/content experts

"We work with information and knowledge about a subject rather than being the subject professionals (though we may be both)."

"My feeling is that you don't HAVE to know your subject matter, but you do need to know how information is structured. It's about finding the nuggets for your clients, not necessarily about understanding what you find!"

Proactive information provision

- SDI/current awareness/alerts

Organise and provide access to information

- Develop collections for particular needs/community
 - Select material from the vast amount available
 - Choose what is best for your community
 - Collect information resources that may otherwise be lost
- Organise information

"We find the right information and we proactively look for useful resources."

"We understand what is required to organise and locate information for a specific purpose."

"We not only help organise information but we also understand what is at stake in this organisation; we understand why information is important and what a difference information can have on everybody's daily (and extra-daily) lives."

"Specialist knowledge in organising information and therefore retrieving it."

"Organising and dealing with information (objects, physical & digital and metadata object etc). Surprising how many otherwise skilled and smart people/profession seem lost in this area."

"we are right where the information is, and we organise for them so it's easy to use."

"Offer pathways to knowledge"

"Information has always just been dumped, and it is the librarian's role to sort it, catalogue it, and help the user find it, It doesn't matter if it is paper or electronic"

- Make information accessible
 - Develop use and promote access tools
 - Catalogue/classify
 - Indexing
 - Want to make information available
 - Believe in equity of access

"Librarians have a strong ethos of public service and sharing information."

"In general people with a passion for making information accessible, and skilled in providing the tools to make it accessible."

"Information has become a commodity in our time; librarians believe strongly that all information must be available freely to all people. It is this egalitarian spirit that marks librarianship out."

"It's more about creating a great society than it is about books"

"We give people a voice who wouldn't normally have one - those who don't have the skills to speak out. We provide a service to a sector of the community who have no money for e-readers, computers, iPods and even dare I say it, books. We're not in this business to make a financial profit which enables us to help and spend time with people who are often ignored by those who go to work to make money for their employer. We may not have the answer, but we can always find a person who does, and we're not concerned about who's asking.

On the other hand, we know our communities and we know what they like and we have a pretty good idea what they need so if you're a library in a business community, that's who you will cater to. We provide access to information that people normally wouldn't be able to get at (EPIC databases) and we won't refuse to stock anybody's work just because we don't agree with it. If it's relevant or useful to our community, then we'll buy it if we can."

- Manage information collections
 - Collection management (general)
 - Heritage/history
- Preserve information
 - Recognise importance
 - Ensure ongoing access to our cultural history
 - Do it properly
 - Digitising

Have specific attitudes and understanding

- Librarians know stuff/keep current
 - Highly literate/read
 - Publishing in relevant areas
 - IT and information access issues
 - Information skills
 - Communication technologies
 - Attention to detail
 - Understand the big picture
 - Well educated
 - General diplomas/degrees
 - Library diplomas/degrees
 - Ongoing CPD

"Custodians and protectors of a wealth of information."

"Guardians of research"

"caretakers of our stories, access points for our storehouses of memories"

"not just backing up data – that's not preservation!"

"High rate of literacy is something they take for granted, but others are amazed at."

"In today's information "paradise" LIS graduates are THE people who can help clear the fog of information overload and assist staff and clients with getting to the right information sources. LIS graduates are a vital part of any successful organisation where knowledge and information form the basis of professional advice."

"We are experts at connecting people with information. We devote time to learning about this topic, whereas other professionals like teachers are focussed more on teaching the topic, rather than finding appropriate information."

- Wide general knowledge/interdisciplinary knowledge

“often able to think across disciplines, and link ideas that may appear to be unrelated, but which have a synergy.”

“They retain a breadth of knowledge way beyond the strict confines of their job descriptions”

“We have an excellent “big picture” of the world of knowledge that others don't, particularly those who don't visit it often. (Non-librarians who do research often know their subject better, but their awareness of knowledge outside their discipline is often lacking).”

“They must be well read and continue to read widely. They need to be reasonably familiar with the curriculum components taught in their school and be actively looking for ways to support that teaching; the library should be the hub of learning for the school.”

“Many librarians have a grasp of the big picture in information rather than great detail on one subject. (Grab a librarian for your quiz team!)”

“we are so willing to help even when it is not a part of our jobs, librarians are always people first port of call when they don't know who to ask”

“Librarians are seen to be “fonts of knowledge” and tend to field all sorts of enquiries, some not even related to the library. They try to be of assistance to the best of their ability & knowledge.”

- Librarians understand how people interact with information
 - Understanding that information is important to many people/professions
 - How people create information
 - How people access information
 - How people use information

“Worked in a IT project recently around a Google enterprise search and realised even as senior IT staff they don't really UNDERSTAND information, they see it as data, they don't see how people interact with information, how people ask one question but actually need a different answer”

“We constantly adapt to changes in the information environment, always staying at least one step ahead of our users.”

“Librarians understand the information landscape from both a user's and a creator's point of view, not merely a technical/IT one.”

“It is really about having a broad understanding of the information environment the tools used to find and use information; about understanding how different people create and use information in different ways and for different purposes, and about understanding why information is critical in our lives - all our lives”

“Librarians are usually better at communication/teaching than IT staff”

“Librarians can think laterally and approach problems of finding and sorting information in a different way from most people. They look for long term solutions and see the big picture, while at the same time being very precise”

“We are at the cutting edge of information technology.” (school)

“We know how information is organised and know how to find the resources our customers require. Generally, we are widely informed, keep up-to-date with technology trends and the requirements of our customers.”

"Awesome librarians have great interpersonal skills."

"Much of our work is related to face-to face with our clients. We are the gateway and knowledge masters of the information world, therefore first class communication skills are critical."

"They are great at customer service and bend over backwards to help everyone"

"I think that it is an attitude, rather than a skill. The best librarians are those who see potential in every interaction for connecting people with something they need, whether that be in the form of information, entertainment, directions, or social interaction. So often, people say "you must love books" but that just misses the point completely; books are just one of our tools, they are not our purpose but rather provide a conduit to learning, communication, relationships and growth."

- Librarians have a strong customer service ethos
 - Strong people skills

"Awesome librarians have great interpersonal skills."

"Much of our work is related to face-to face with our clients. We are the gateway and knowledge masters of the information world, therefore first class communication skills are critical."

"They are great at customer service and bend over backwards to help everyone"

"I think that it is an attitude, rather than a skill. The best librarians are those who see potential in every interaction for connecting people with something they need, whether that be in the form of information, entertainment, directions, or social interaction. So often, people say "you must love books" but that just misses the point completely; books are just one of our tools, they are not our purpose but rather provide a conduit to learning, communication, relationships and growth."

- Patient
- Good communication skills
- Efficient
- Innovative/adaptable/flexible
- Reliable / dedicated
- Passion / Love what they do / love books / information / helping people
- Serve their community
 - Including their colleagues (internal clients)
- Genuinely want to help

"can do a lot with a little"

"change agents"

"innovative in using digital tools; they support new ways to create and retain knowledge."

"The essential nature of being a librarian is customer/client service. My role is behind the scenes but I still serve clients who are my colleagues."

"We are caring, and consider asking questions to be an exercise in curiosity and intelligence, not ignorance."

"Thirst for knowledge, being curious."

"people with a thirst for information and a belief that what we do is very important"

"Librarians are special people. They are calm and helpful. They have a range of skills that can help others to achieve and find the answers or information they need to enable them to reach their potential. Librarians are friendly and do not discriminate anyone for their religion, culture, dress or any other reason. They provide a service to the community unlike any other. It is vital and touches people from young to elderly."

- Entertainers/performers
- Nice, kind, friendly people

Librarians have a wide range of skills

- Management
- Teaching
- Writing
- IT

- Librarians have good networks
 - Collaborative
 - Share information
 - Use their networks to find information

"we entertain our youngest customers with storytimes, wriggle n' rhyme classes etc."

"Friendly, helpful, non judgmental."

"We are fun people!"

"Most of the librarians that I have had the pleasure of working with a really interesting people as well. Generally we are not motivated by money :)"

Quotes that summarise the value of librarians in useful ways

This section includes a series of quotes from respondents to this question which indicate how people explain the value of librarians. If individuals are looking for their own "elevator pitch", inspiration may be found in these statements.

"We connect people to information."

"Librarians act as a link between informational sources (in all formats) and information seekers."

"Tell people to forget old stereotypes, and see the work as modern and involving up-to-date technological and service skills."

"Librarians are knowledge navigators"

"Instead of gatekeepers of information, we are gatecrashers."

"Moderators between digital haves and have nots? Knowledge ambassadors?"

"Connections, curation, confidence and capability building."

"They connect communities with collections and provide context for content."

"Librarians CONNECT the world of Knowledge with People through practices, systems and resources."

"Librarians act as thoughtful intermediaries between the huge pool of information (in the broadest sense) and those who seek to use it (for whatever purpose). They act as knowledgeable guides; perhaps to find that needle in the haystack of information."

"Librarians have skills in mediating that space between those that need information/information skills and where the best/relevant information is located and bringing both together"

"It is a helping profession in the same way that so many others are - understand your customers, provide the products and services they require, do it with energy, expertise, empathy and a customer focus. It's not rocket science or brain surgery."

"We serve as bridges between people and information. We teach, we serve, we communicate, we facilitate, we engage, we inspire, we assist."

"We can be the source for your learning, recreation and study"

"We make sense of the information world"

"We are the inner core of ensuring children grow and learn we open the pages to their lives."

"Connect ideas, information and entertainment. Combine imagination, knowledge, creativity and fun."

"we provide a service that is free, open, friendly, welcoming, fun, warm, inviting, and community spirited. Who else does all that!"

"The old 'inspire, inform and entertain' phrase describes the libraries' role well but the librarians enable all this to happen and it's free."

*"it's a passion for a breadth *and* depth of knowledge and literature, and for the overall health and viability of information (or the "chain of testimony", as one very interesting blogger put it recently). I think a lot of promotional messages tend to focus on the worth of *libraries* rather than *librarians*, and that's something we need to rectify - perhaps with a focus on our expertise in collecting, finding and accessing info/lit, and perhaps reminding people about the "democratic ideals" that underpin librarianship."*

"A customer grabbed my arm the other day and said 'librarians are as important in my life as nuns, they listen, they act, they provide joy in my life' This seems to sum it up, customers don't always say so but we know by their body language and the frequency of their visit that this is how they feel."

Reality check

Although most respondents focused on the positive elements of librarianship, there were several who also pointed out factors that need to be kept in mind.

- Librarians are not good at making people aware of the value of our skills
- Librarians have a poor public image

"Librarians are enablers. Our work is often hidden but adds tremendous value to almost any endeavour - in terms of decision support, advancement of knowledge, creating communities, increasing skills, empowerment and participation"

"Many librarians have special skills and knowledge relating to their specific areas of work which are valuable-- but not always obvious to the outsider. Librarians often make the mistake of making it all look easy!"

"People who do not use libraries forget their doctor, accountant, lawyer, dentist, architect etc spent many hours in libraries. So everyone benefits."

"I think the key is to describe our skills, and the value we provide, in ways that 'non-librarians' will understand."

"So much of what librarians do is invisible e.g. setting up and maintaining the intranet / internet pages, links to online resources, archives management, etc. By identifying and owning or branding what we do would go some way to being acknowledged for the work librarians carry out"

"Don't be too pompous about being librarians. I think librarians often come across in the media as very self-righteous and take themselves too seriously when talking about their profession."

"Librarians prefer to be considered "information specialists" but they are widely considered to be generalists or mere custodians. Frankly I struggle to rebut this perception."

"Librarians promote/encourage reading and lifelong learning - but then so do teachers and they earn more, get more respect and are seen as Professional. Outsiders see librarians as people who shelve books, and I'm sorry but LIANZA has never done anything to change this image."

"A lot of people have fixed perceptions of what librarians do. This is often quite at odds with the reality of what the job entails. Explaining some of the tasks which we carry out on a regular basis may help to broaden their understanding, and hence their appreciation of what librarians do."

- The word librarian is out of date in some places

"Librarian is a name really only used in Public Libraries and Universities- Special Librarians don't call themselves librarians. We don't manage libraries we manage information and Knowledge- this is quite a different job in lots of ways"

- Not all librarians are good at their jobs

"There is a great difference between what librarians should do and what they actually do."

"Our specialist researchers are really good at the bits they know, but often get behind with electronic resources, or don't know how to find things in Google books"

- Non-librarians can do library work too

"The functions that libraries/librarians provide are useful, but don't necessarily need to be carried out by libraries/librarians as traditionally defined - boundaries between careers and fields are getting hazier."

- The future of the industry is uncertain

“Personally I think “Librarianship” in the traditional sense is a sunset industry - not sure it will exist in 25 - 50 years time.”

“I’m not convinced that, outside of academic and public library roles, we are that important. Certainly in the special library sector, we are nice to have, but increasingly a luxury. The role has to change to be valid and I don’t think a name change alone will do it.”

“Unfortunately we are increasingly NOT marked out from other professions, as technology offers the opportunity for anyone/everyone to explore and find their own information online. It is almost impossible even for me and I am a Librarian to say why what I do is important anymore - I can see the demise of the profession”

11.2 List of “Library Skills” mentioned anywhere in the survey

869 people working in libraries at all levels and across all sectors answered the survey. None of the questions in the survey specifically asked people to identify skills that were required to be a librarian, and it was noticed that the answers to “what do librarians do that is different to other jobs” was not heavy on specific “library skills.” At the request of the LIANZA Future Skills group, an analysis of all comments was made to see what library skills were mentioned anywhere in the responses, and this list created. It is not comprehensive, simply a list of the skills mentioned in passing.

Answers have been roughly grouped although there is obviously overlap.

Library/Information Skills

- Services to different user groups (children, YA, older people, Maori, Pasifika)
- Cataloguing
- Metadata
- Indexing
- Knowledge management
- Records management
- Heritage (oral history/local history/genealogy)
- Preservation
- Repairing
- Collection development
- Collection management
- Reference skills (reference interview/readers advisory)
- Collection knowledge (physical, online)
- Searching skills (catalogue/database/web)
- Information literacy
- Evaluation
- Literacy/promoting love of reading
- Legal information
- Business information research skills
- Maori information management

IT Skills

- IT/ICT in general
- Use the tools you have (catalogues etc)
- Use the tools your customers use
- Digitisation
- Intranets
- Wikis
- Web skills/web content management
- Information systems
- Mobile apps
- Social media (technical aspects)

Research skills

- Searching for information
- Undertaking research
- Analysing and reporting research
- Using research in the workplace

Management Skills

- Politics
- Diplomacy
- Advocacy
- Negotiating/contracts
- Marketing/PR
- How to show ROI
- Measuring service quality
- Valuing library services
- Strategic/business planning/goal setting
- Decision making
- Project management
- Budgeting
- Accountancy / cash handling
- Facilities management
- Events management
- Statistics
- Managing/supervising people in general
- Dealing with difficult staff
- Dealing with difficult situations
- Mentoring
- Motivating
- Leadership
- Performance metrics/reviews
- Team building
- Organisational behaviour
- HR
- Policy development

Teaching Skills

- Teaching in general
- Training
- Adult teaching
- Education/learning theory
- Presentation skills
- Personal Learning Networks (PLNs)

Communication skills

- Communication in general
- Customer service
- Networking
- Corporate language
- Public speaking
- Interview skills
- Current awareness/SDI services
- Social media (communicating using it e.g. blogging)
- Report/business writing
- Meeting skills

Personal Skills

- Flexibility / change resilience
- Self assertion
- Self esteem
- Confidence dealing with people at all levels
- Stress management
- Dealing with information overload
- Time management
- Critical thinking
- Problem solving
- Personal grooming

Understanding of Issues

- Government policy and legislative requirements/processes
- Parent organisation/industry
- Maori issues
- Pasifika issues
- Biculturalism
- Multiculturalism
- Ethics
- Censorship/freedom of information
- Copyright



12 Advice for Career Development

This final section of the survey asked a series of free-text questions asking for advice for people at a range of stages in their careers. These are listed here, along with an indication of percentage of participants in the survey who contributed comments:

- What advice would you give to a person who has not yet worked in a library/information organization, or started studying for a library qualification, who wants a career in your sector? (49.65%)
- What advice would you give to a person, who has had some library experience but no library qualifications, who wants a career in your sector? (50.69%)
- What advice would you give to a person who has some library experience, is almost finished or has just finished their library qualification, and is seeking their first post-qualification position in your sector? (41.71%)
- What advice would you give to a person who has been working at a professional level in your sector who wants to move to a more interesting job? (38.82%)
- What advice would you give to a person who has been working at a professional level in a different sector who wants to move to your sector?(36.87%)
- What advice would you give to a person who has been working at a professional level in your sector who wants to prepare themselves for senior management roles? (35.83%)
- What advice would you give to a person facing a review or restructuring in their library? (42.28%)

Given that respondents had already answered a long survey, the researcher was not anticipating a strong response to these final questions. Consequently, the very high number of responses (50.69% of all participants made at least one comment), most of them detailed and well considered, has resulted in an unexpected treasure trove.

This section distills the advice given by library people to their current and future colleagues. In the analysis, key points have been grouped together and all opinions that were expressed have been included. Quotes have been used extensively in this section. Most are indicative of comments made by many people; some are specific advice, some are worded in particularly insightful ways. The large number of quotes given here is deliberate – these pages will have value to different people in a range of ways and the researcher wanted the data reporting to be rich enough to meet most needs.

While most comments are relevant for more than one sector, it is clear that some comments are sector-specific. Where the researcher felt that the sector to be relevant in a quote that does not mention the sector, an indication of the sector of the respondent is included, e.g. (*school*).

The frequency that each point was made has not been counted, although the introductory material in each section gives an indication of the main themes that emerged by sector.

12.1 Advice for someone seeking an entry level library job

This question asked: What advice would you give to a person who has not yet worked in a library/information organization, or started studying for a library qualification, who wants a career in your sector?



Sector	Number	% of total respondents from sector
National	12	35.29
Public	153	50.50
School	66	51.16
Special	79	47.31
Tertiary	100	50.51
Other	21	56.76
TOTAL	431	49.65

431 respondents (49.65% of all respondents) made a comment in this section. The table above indicates the number of respondents by sector and indicates there was little variation in level of response.

Most respondents advised doing as much background research as you can before committing to librarianship as a career. Advice focused on talking to people prior to job hunting, and getting a taste of what the industry is really like by getting some low-level work experience – volunteering, part-time work, or casual work, fixed term positions, or a part-time or full-time library assistant position. Many young people do this by getting a part-time job in a library while studying at school or in tertiary sector, often as a shelver.

The widespread emphasis on volunteer or part-time work was striking. Those who gave reasons said it was recommended mainly as a way to try before committing to the industry, but many pointed out that there is heavy competition for full-time library assistant roles and so people who have some part-time lower level work experience in the industry tend to have an advantage when applying for permanent jobs, even if the work experience was unpaid. In the school library sector volunteering is considered a very important way to gain some experience, as a volunteer who works for a period under the direction of experienced library staff will be better equipped when they apply for what may be a sole-charge job.

Gaining an understanding of the variations between roles, and between sectors, was emphasised, so that the individual is more aware of their options before deciding which career route to follow.

Many people mentioned library qualifications – there was a strong emphasis on making people aware that qualifications were necessary or highly desirable. This was particularly evident in comments from the special and tertiary sectors. Choosing the right qualification for the individual was emphasised.

A small number recommended starting library study before applying for a library job, explaining that this may be an advantage as it shows commitment to the industry. Almost all of those who suggested starting library study before getting any work experience were from the public library sector, but it is important to emphasise that this is also the sector where respondents from managerial positions were the most strongly opposed to people wasting their time and money studying if they were not suited to library work. Most respondents advocated getting a library job and then embarking on study a little later, emphasising that studying while working in a library makes the study easier/more relevant, and makes the graduate more employable.

12.1.1 Key themes (Summary)

- Find out what Library work actually entails before committing to the industry
- Get some practical experience working in a library
- Be prepared to start with low-level jobs and work up
- Develop your skills
- Be prepared to do formal study



12.1.2 The most common themes, by Sector

National

- Get experience
- Work out what type of job you want

Public

- Use libraries
- Get experience
- Be prepared to start at the bottom
- Customer service
- Be prepared to study

School

- Get experience/volunteer
- Study while working
- Talk to people

Special

- Be flexible
- Talk to people
- Get experience
- Be highly skilled before job hunting

Tertiary

- Finish non-library qualifications
- Get experience
- Look at different types of job

Other

- Be prepared to study
- Get experience
- be flexible and prepared for change

12.1.3 Key themes, illustrated with quotes

Find out what Library work actually entails before committing to the industry

- Talk to librarians
 - Make an appointment to talk to manager/key staff
 - Join professional associations
 - Attend events
 - Tell people you're interested in library work
 - Seek a mentor
 - Ask lots of questions and listen carefully to the answers
 - Explore the good and bad things
- Visit and use libraries
 - Not just one
 - Try out a range of services
 - Think about how they work, how they are laid out, how staff interact with customers

"Ask them what they do and what they like about their jobs and what they find challenging."

"Refer her/him to professional librarians blogs, e.g. <http://diligentroom.wordpress.com/> <http://www.attemptingelegance.com/> and students sites: <http://librarystudent.ning.com/>"

- Read about the library world
 - Books, articles, etc
 - Join library email discussion lists
 - Library social media (blogs etc)

- Think about what career pathway is right for you
 - Your future may not be in libraries
 - Use career advice, resources like What Color Is My Parachute
 - You may move on

“Provide them with information of other options they can move into which makes the librarianship career more attractive. Volunteer to show them around, tell them about what you do”
“Remember, public libraries and school libraries are different beasts.”
“think carefully about which age group you want to work with” (school)

- Libraries as an industry will change
- Be aware that
 - You won't get rich
 - You will be happy
 - Everything is constantly changing

“Think about the essential skills you will develop, and look beyond the traditional library when thinking of a career path.”
“I'd warn them that librarianship is changing rapidly and that their preconceptions about the job may not be very accurate.”

Get some practical experience working in a library

- It can be difficult to get a first job
 - Keep trying
 - Be flexible
- Shows you what the job is really like
 - You may not like it!
 - Nature of the work
 - Level of stress
 - You may become aware of particular roles or sectors that you had not known about

“Do NOT look for a job as a librarian without having spent some times behind the scenes!”
“Check out your local library to get rid of the notion public have of the library staff having an “easy” job.”
“Do some research into what is involved in working in a library before you start. If you have an understanding of what is involved in the particular job you would start doing, you will have a greater idea of whether the skills and tasks required are suited to you, and are in fact what you want to do.”
“If possible (entry level positions, volunteering), try it before you commit to it as a career (or commit to that particular sector). It may not be what you expected or fit with who you are.”

- Starts building up useful skills
Builds networks
 - Get yourself known
 - Once you have a foot in the door, other options open up
- Options for gaining entry-level experience:
 - Full-time or part-time permanent library assistant positions
 - Often heavy competition

“Libraries tend to be conservative employers favouring people they know and like with proven track records.”

- Part-time positions make it easier to find time to study
- Some jobs have more learning experiences than others
- Shelver (part-time)
 - Often done by school/tertiary students
- Short-term contracts
 - Can be less competition for these than for permanent jobs
- Casual work
- Holiday jobs
- Volunteering
 - Can lead to a paid job

“Work in a branch of a public library, where they will experience the essence of information provision while learning customer service”

“Shelving is a wonderful foundation for anyone. You learn how the library resources are structured, and experience how customers use libraries.”

“Volunteering at a school library is the best way to get experience and to see what is involved and whether or not it is actually what you want. Many schools do not have the budget to hire a librarian so you will have to work hard at making the most out of whatever work you can get.”

“Get volunteer work in any library and make use of a large variety of resources and services their library has on offer.”

- Not all libraries/sectors use volunteers
 - Schools and public libraries are most likely to
 - Not all volunteers find paid work

“The public library I work in uses volunteers as couriers, but not in any other role except Duke of Edinburgh award requirement or similar. Staff feel it diminishes our role and sends the wrong message to our Council employer.”

Be

prepared to start with low-level jobs and work up

- A broad base gives a career a strong foundation

“Get some time in a public library to really know how libraries work, especially the Circ department. If you've not worked at the coal face you should never be let into management.”

“You need to start at the bottom generally to learn any profession - even though jobs like shelving seem dull they are a good way to learn a collection. Weekend work as a library assistant in public or uni libraries is a good place to begin. It gives a feel for whether you want to progress and will expose you to information professionals. Don't be afraid to ask for advice or mentoring from an experienced librarian.”

- Be prepared to move
 - Around between jobs/organisations

“I would definitely tell them that you must expect to move around a bit before obtaining a permanent position. I worked fixed term contracts for 2 years before obtaining a full time, permanent position.”

- To other locations to find work
- Do not go straight into a sole charge job (school/special)
 - Need to learn the ropes from someone first

"It is also very hard to get a part time or full time library work in this geographic area as there are so many qualified librarians and not a lot of vacancies, think about whether you are willing to move elsewhere to continue your career."

Develop your skills

- Be aware of what your relevant skills and attitudes are
- Be prepared to continue to develop your skills

"For the law librarians: Tech-savvy is increasingly important: mobile apps, online databases, web content management. Understanding government policy and legislative process important. Background reading on legal research resources useful. Volunteer library assistants are useful (we need help photocopying and going to other libraries on Interloans)."

"develop your computer skills however possible."

"I would probably tell them to focus on IT skills. I see the future as being more of an electronic content provider and organizer."

"If you want a school library job, try to get some experience teaching children, i.e. in sports, arts, after school care or holiday programme."

"Study Māori culture and language. You could make a difference in public libraries"

"if they are not interested in people, this is not the role for them, so they should get some good service (e.g.: retail sales) experience to learn how to deal with people."

"Develop a genuine liking for people, or don't bother. People can be trained for library skills, but the attributes that make a good librarian are less easy to train for - so customer service experience is a good starting point and is something we look for."

- Not just librarianship skills
 - IT
 - Customer service/People skills
 - Teaching
 - Communication skills
 - Be physically fit
 - Be involved in community activities
 - Develop your general knowledge

- Develop a range of library skills

Be prepared to do formal study

- Get a non-library qualification first

"I would always tell them that it's a career rather than a job and it take a long time to build a skill set"
"By and large they would need to be willing to be generalists in the library rather than solely working in one area like cataloguing."
"learn how to search"

*"If it's a bright young person, I'd advise them to do university study before embarking on a library career."
'Get an undergraduate degree preferably in a specific discipline area such as science, IT, business, law, education."*

- A combination of library and non-library qualifications is very marketable

"Also, get double qualifications - don't just get Library Qual - get double major, it opens more doors and opens more opportunities. For example, business, history, languages, journalism - all of these skills will be sought after alongside your library/information qualification."

- Need a library qualification if you want a career
- Choose the right library qualification, think carefully
 - Ask for advice from a range of people
 - Talk to the library schools about which qualification would be best for you
 - Don't just rush into Level 5 Diploma in you already have a degree, you might later realise a postgraduate qualification is what you need

"be prepared to study and keep studying"

"Get the best qualifications you can."

"However, they would need to think about which qualification would be best for them and this would depend on personal circumstances and to what level they think they may want to aspire to."

- Start studying before job hunting
 - This can help you get an entry level job
- Start studying once you have a job
 - You might not be suitable for library work, and will waste your time and money if you subsequently find you are not appointed to library vacancies

"Get started with the Open Polytechnic Library diploma Level 5 and look for a part-time library assistant job or even volunteer to get some experience."

"I have interviewed people who have a qualification but have not ever had a library position, and have not been suitable for the job (and were not good applicants in other ways.)"

"This is difficult because I get so many enquiries from many (Open Poly) library students, who are aggrieved because they cannot get work in a library even though they are studying for a library qual. Mostly these ones are just not suited to library work, so I would advise them not to enroll in a qualification until they really know what they are letting themselves in for - really, really try and get a job in any sort of library first, then talk to other librarians in other libraries before embarking on an expensive qualification just because you love reading and books!"

"It is difficult when government agencies advise people to study for librarianship because they like reading - these people are often unemployable after they have spent all their money training because they do not have the necessary skills and attributes."

- Working and studying at the same time makes the study richer

"Work in the industry while studying library/information qualifications - you'll get much more out of it because you have something practical to apply the theory to. You'll be better at your job because you have a deeper understanding of the industry as a whole (and perhaps a richer enthusiasm for what you do and the people you serve, because you can see the bigger picture), and you'll get better marks because you'll have real-life examples to use and can demonstrate implicit knowledge."

"if they are about to start study for library qualifications it help considerably to be working in a library -for practical knowledge but also mentors who can discuss assignments with."

"I would advise them to try and get some library-related experience (e.g. 1 - 2 years minimum) before they begin studying... it would make things much easier when they are studying as they will have their work experience to draw on and will make them more 'employable' once they graduate."

- Wait until you have been working a while before studying
- See if scholarships are available

12.2 Advice for someone with library experience but no qualifications

This question asked: What advice would you give to a person, who has had some library experience but no library qualifications, who wants a career in your sector?

Sector	Number	% of total respondents from sector
National	15	44.12
Public	156	51.49
School	68	52.71
Special	79	47.31
Tertiary	102	51.52
Other	20	54.05
TOTAL	440	50.69

440 respondents (50.69% of all respondents) made a comment in this section. The table above indicates the number of respondents by sector and indicates there was little variation in level of response.

Not surprisingly, the overwhelming advice was “study” combined with gaining relevant experience and learning as much as you can. Most respondents from the tertiary sector mentioned study, which suggests that qualifications may be more highly valued there. More respondents from the special library sector mentioned non-library qualifications than did people from other sectors. Supporting these two points were an emphasis on attitude, that essential personal quality that makes a big difference.

Some specific points were mentioned here which have been covered more fully in another part of the report (application procedure and CPD strategies). These have not been repeated here.

12.2.1 Key themes (Summary)

- Get a range of experience
- Join a professional association
- Talk to people
- Get some qualifications
- Spend time reading and learning

12.2.2 The most common themes, by Sector

National

- study
- show willingness to keep learning

Public

- Study (almost all respondents mentioned this)
- gain relevant experience
- attitude
- talk to people
- Join LIANZA

School

- Study (almost all respondents mentioned this)
- Keep learning/upskilling
- Gain relevant experience

Special

- Study (most respondents mentioned this – not always in LIS)
- Gain relevant experience (most people mentioned this – several pointed out this was more important than qualifications)
- Be flexible
- networking

Tertiary

- Study (most respondents mentioned this)
- Gain relevant experience (most people mentioned this)
- Talk to people

Other

- study
- gain relevant experience
- be flexible and prepared for change

12.2.3 Key themes, illustrated with quotes

Get a range of experience

- Learn as much as you can
 - May be short-term contract or part-time jobs
 - Even library assistant jobs have opportunities
- Tell your manager you are interested - may lead to
 - Workplace opportunities
 - Study support
- Volunteer for things
- Work hard and smart
- Recognise that even specialist roles usually have some general content

Join a professional association (LIANZA, SLANZA, etc)

- Attend meetings
- Get to know people

Talk to people

- Network, get known
- Talk to managers
- Get a mentor

Get some qualifications

- Essential if you want a good job
 - A degree will be increasingly important to employers
 - Shows commitment
 - It helps you see the big picture and enjoy your work more

“Get the best breadth of experience you can. In the public library you can specialise in various fields of librarianship (cataloguing, reference, etc). In a small special library your specialisation is generalisation - you need to know the basics in all disciplines. Don't stay too long in one place - you start going backwards. You need to keep moving into new environments.”

“Say yes to anything and do it well.”

“Any librarian that wants to make librarianship their career needs to be qualified.”

“Bite the bullet and get qualified unless you want to remain in the lower ranks, but if it's a career you want then study. Short term pain but definitely produces results”

“I'd tell them to get a qualification. In my experience, most of those who have a graduate qualification have a broader understanding of libraries and librarianship. It is hard to pinpoint but the professionalism related to librarianship and way of thinking is achieved by attaining a qualification. Of course there are always exceptions to the rule”

“Definitely put in the time and effort to gain a recognised qualification (preferably at degree level). It is becoming the standard expectation, and you will be limited in how far you can advance without one. Often the clients of a special library are very highly qualified in their fields, and (rightly or wrongly) you will be better regarded if you have a degree-level qualification. It's hard work (especially those summer trimesters!) but it is worth it.”

- Get advice on what would be best for you in your situation
 - Don't just drift into one
 - Look at limits in your life and choose accordingly
 - If you are approaching retirement, there may be little advantage apart from personal satisfaction
 - If you are not ambitious, then no need. But you cannot complain at the lack of opportunities in the future
 - If you will not move from your current location, understand what is appropriate for that place
 - Be aware that your current situation may change
 - Employers may require different qualifications in future
 - Relationship breakdown, family relocation, etc

"In Hawkes Bay, qualifications don't make that much difference unless you want to work at the EIT. Be prepared to be in the same position as there is little or no movement throughout the departments."

- Library /Information studies qualifications
 - Choose the right qualification for you
 - Get the highest qualification possible
 - Open Polytechnic of New Zealand
 - Start with Level 5 Diploma if you don't already have a degree
 - Children's services certificate is useful for public/schools
 - Don't just do the diploma, finish the degree
 - Victoria University of Wellington
 - MIS if you already have a degree
 - MIS if you want a management career
 - MIS if you want a professional role
 - MIS if you want to go overseas
 - If you want to work in a specific area e.g. cataloguing, you need a qualification
 - Get started
 - Study while you work
 - Part-time study while working is hard but worth it
 - Start with one or two papers
 - Will help with job applications
 - Be prepared to self-fund if necessary
 - In NZ or overseas
- Qualifications in other subject areas
 - Think what is right for you
 - Ask for advice
 - (Useful areas for library work have been discussed elsewhere in the report)

"Take the profession and your career seriously. -- Get a degree -- get a Masters."

"Get a future-proof qualification if possible - perhaps a mixture of library papers with some technology ones or those in another discipline that could be helpful if the profession changes - information management, archives, design, etc."

Spend time reading and learning

- Analyse your skill set and seek to develop it (not only library skills)
 - People skills
 - Technology skills
 - Attitude

“think about what unique skill set you have to bring to your work and how you can make that attractive to an employer. For example if you have experience in sales, think about how that positions you to add value to a customer’s library experience. If you already work in a library put yourself forward for every opportunity to show your skills e.g. being on a planning committee, project work etc.”

- Keep up to date, things are changing so fast

“If you want a meaningful career in libraries, invest in your professional development - not just formal training or PD, but your TIME in reading the blogs, journals etc and talking to influential practitioners”

“Start studying! Join chat groups - read lots of library sector info. Get up to date with what's happening in the wider library community. If they can't afford formal study then self teach online/computer skills...”

12.3 Advice for someone seeking their first post-qualification position

This question asked: What advice would you give to a person who has some library experience, is almost finished or has just finished their library qualification, and is seeking their first post-qualification position in your sector?

Sector	Number	% of total respondents from sector
National	13	38.24
Public	128	42.24
School	49	37.98
Special	67	40.12
Tertiary	88	44.44
Other	17	45.95
TOTAL	362	41.71

362 respondents (41.71% of all respondents) made a comment in this section. The table above indicates the number of respondents by sector and indicates there was little variation in level of response.

The major messages that emerged revolved around being flexible and having a range of experience under your belt – the wider the pre-qualification library experience, the more employable a candidate will be. Several warned that a graduate without library work experience was unemployable.

Respondents also cautioned that the first post-library school job was unlikely to be perfect, but to take any opportunity to gain experience at this level. Most people emphasised “Apply” and “Give it a go.” There was recognition that this is an exciting time in a person’s career, as most are seeking to move into a higher level job.



Some of the advice here is contradictory, but all advice has been included. The validity will vary depending on the individual, part of country, sector, and other factors.

12.3.1 Key themes (Summary)

- Apply for jobs
 - Talk to people
 - Join professional associations
 - Be involved in things
 - Show your attitude and skills in your application
 - Be prepared to learn in your first professional job
-
- Don't stay too long in your first professional job
 - Be prepared to keep on learning

12.3.2 The most common themes, by Sector

National

- Show how you will add value

Public

- LIANZA
- Network
- Volunteer, get involved in things
- Experience – you need it before you qualify to get a professional job
- Be prepared to relocate
- Entry level jobs are not always your dream job

School

- Be flexible
- Do it because you love the work
- Experience

Special

- Experience
- Network
- Do background research
- Short term contracts
- Flexibility
- Be prepared to start at the bottom

Tertiary

- Get as much experience as you can
- Take opportunities
- Network
- Expect to work your way up

Other

- Prepare well/transferable skills
- Experience matters

12.3.3 Key themes, illustrated with quotes

Apply for jobs

- Make sure you have some library assistant experience before applying for professional positions
 - Once you are qualified, you are overqualified for library assistant roles, and under-experienced for professional roles



"I'd tell them that they should have started looking for 'professional' jobs midway through their study. I have been on a few interview panels for library assistant type jobs and when people who had a qualification but little experience came up they were thought to be 'fly by nights' with a higher risk of leaving sooner than the unqualified or students. The reasoning was that as soon as they had their experience in a library they would leave immediately for greener pastures. They were in the unfortunate position: the qualification in this case was a disadvantage (indicating that they would be likely to leave) rather than a help. It meant they couldn't really get the basic experience they needed."

- Even if you have not finished the qualification
 - You might get the job
 - You will learn about the role/organisation
 - Even if you don't get the job
 - You might get interview experience too
 - You might meet future employers
 - Don't leave it too late to apply
- Choose the jobs to apply for
 - Don't apply for everything
 - Give things a go
 - Get a foot in the door of the sector/organisation that interests you
 - May be a job in wider organisation dealing with information e.g. Council
 - Be willing to apply for part-time or temporary jobs
 - Secondments can be useful
 - Don't accept the first job you are offered (if it is not right for you)
 - Private schools pay better than public schools
 - Try to find jobs where you can learn from experienced professionals
 - avoid sole charge roles
- You might not get a professional role straight away
 - Keep working on making yourself an attractive candidate
 - Some schools won't pay for qualifications and it may put them off hiring you
- Be prepared to have to work evenings and weekends
 - Good way to get some supervisory experience
- Be prepared to relocate
 - Into a city
 - Out of a city

Talk to people

- Network

"Don't be obsessed with working in Reference. Often the technical services areas require deeper thinking, more problem solving and end up being more satisfying. Get experience in any area - & working as a library assistant is invaluable experience. Prove yourself there and you have a much greater chance of being promoted into a professional role"

"More difficult to attract staff to professional positions in rural & regional locations than major cities"
"Don't be precious about where you work - some people think only of living in one place or one type of role - there is work out there - you just may have to move towns or broaden your horizons if you wish to benefit from it."

- Find a mentor
 - In general
 - To support application process
- Ask managers. From the comments it seemed that this was a time when managers would be more prepared to talk to potential candidates
- Some vacancies are not advertised (schools)
- Go to conferences
- Visit libraries
- Ask around who the good employers/teams are
- Find out what the political situation is e.g. restructuring
- If a family friendly workplace is important to you, check this out before applying
- Some departments/roles are traditional “foot in the door” jobs
- Understand which qualifications are required by the role/sector
- Follow the advice in the “applying for jobs” section (a lot of overlap here)

Join professional associations (LIANZA, SLANZA etc)

- Attend events
- Follow email lists
- Get involved
- Get registered with LIANZA
 - It takes time after finishing degree so get stuck in
 - Useful if heading overseas
 - Establishes good pattern of ongoing CPD after you finish studying (all that spare time...)

“Join a regional library committee and get known by organising a professional development course/s; most people on a regional committee have influence in the sector or know who is hiring people.”

Be involved in things

- Volunteer at work or in other places
- Projects
- Social media

“Your work ethic in your present position plays a huge role in getting higher level jobs. Those references really matter.”

Show your attitude and skill in your application

- Quality letter of application

“Remember to customise your CV for the position you are applying for. I see so many “standardised” CV’s that don’t highlight the skills the person has for the position being advertised. When there are 50-60 CV’s to read you want your info to stand out so you don’t get “lost in the crush”

“If you want to work in a special library then emphasise your interest in information management/knowledge management/technology/research in your job application, rather than your love of literature. This will show that you understand the nature of the work undertaken by most special libraries.”

“It’s still going to be tough for you to get your foot in the door! Focus not just on the fact that you have/nearly have your qualification, but on the transferable knowledge and skills you’ve got from it (and from your own experience as well) - and then think long and hard about how you can apply those things in the sector.”

- Enthusiasm

- Emphasise your skills:
 - Problem solving skills
 - Customer service skills
 - IT skills
 - Skills and experience from non-library jobs (transferable skills)
- Prove your value

“Have high expectations about your ability to add real value to the community you serve and persevere”

“Be realistic about what you have to offer; you will probably have to meld in to the 'way it is done here', rather than having the chance to change established processes immediately. Write your application honestly and enthusiastically.”

“Gain customer service experience, expand technology skills e.g. basic website development. Broaden your skill base as much as possible.”

Be prepared to learn in your first professional job

- Be realistic about the job a new professional can do

“Don't expect to walk into a professional role. Be prepared to move between jobs and sectors to build experience and skills for 3-5 years. Build a professional profile - get involved in association activities, Take on jobs which may not be your dream job but through which you can gain experience and demonstrate success.”

- Will have to work your way up
 - Your dream job usually requires specific experience as well as qualifications
- Be positive and open to learning

“Be creative, be innovative, learn everything you can from those doing cool things. Be better than everyone else but don't rock the boat (yet).”

- Your LIS qualification gives you background and theoretical understanding; you learn the skills on the job

“Be prepared to take time to blend the practical with the theoretical that you gained in your qualification.”

“Don't assume that you now know everything, and that your future co-workers are dummies. There is nothing worse than a new graduate know-all.”

Don't stay too long in first professional job



- Get a good base of experience at this level
- Choose a good first professional job

Be prepared to keep on learning

- Be flexible

“Seek a position where you're likely to be comfortable, so you have a 'happy' first step.”

“Go for what excites you and opens up more options, where you get a choice”

“Think laterally; think future rather than present.”

- Keep on studying

“Be prepared to start learning all over again. Libraries are not static, and a desire to continually learn is essential. If you can't learn and change, you will be left behind.”

- If you have qualified with a diploma, carry on to the degree
- If you are working in a specialist area, do relevant study

“You might consider the NZLS Introduction to Legal System paper. Overqualified perhaps, but there's nothing else out there, unless you want to do the LAWS 101. Again, it's important to understand the government policy process, the legislative process, publicly available legislative sources online (Hansard, Select Committee Reports, Bills, A to Js, NZLII). Know what the different legal online databases are. Join the Law-Libs email listserv. Join the NZLLA professional association and network at events.”

12.4 Advice for someone seeking a more interesting professional job

This question asked: What advice would you give to a person who has been working at a professional level in your sector who wants to move to a more interesting job?

Sector	Number	% of total respondents from sector
National	10	29.41
Public	124	40.92
School	42	32.56
Special	60	35.93
Tertiary	87	43.94
Other	14	37.84
TOTAL	337	38.82

337 respondents (38.82% of all respondents) made a comment in this section. The table above indicates the number of respondents by sector. Fewer people in the national and school library sectors made comments than the other sectors.

The major messages that emerged revolved around making opportunities happen: knowing what you want, telling other people that you were interested in opportunities, putting in extra effort to develop skills and experience. Tertiary and special library respondents placed more emphasis on developing non library skills than did the other sectors. Finding interest through committees and projects was a recurrent theme, particularly through LIANZA or other professional associations, with many people emphasising that the interest may come from outside ones day job. As well as personal learning and satisfaction, this type of activity will mean you become more widely known to potential employers.

12.4.1 Key themes (Summary)

- Define what you want
- Actively scan for opportunities
- Train/Upskill
- Network
- Market yourself
- Display the right attitude

12.4.2 The most common themes, by Sector

National

- Take personal responsibility
- Network

Public

- Can your current job be changed
- Network
- Train and upskill
- Attitude
- LIANZA

School

- Keep scanning for opportunities
- School libraries are interesting places

Special

- Network
- Seek opportunities in current job/organisation
- Make it happen
- Be prepared to move

Tertiary

- Make your employer aware you are interested in opportunities
- Network
- Understand what you want
- Train, get non-library skills

Other

- Know what you really want
- Be creative about getting it



12.4.3 Key themes, illustrated with quotes

Define what you want

- Analyse what you want
- Analyse what is not interesting in the current role

Actively scan for opportunities

- Be realistic
- Permanent jobs
 - Vacancies that are advertised
 - Vacancies that are not advertised

"Consider carefully where their interests lie (subject wise) and whether they are interested in working with customers or prefer a 'backroom' (cataloguing perhaps) role --are they interested in aspects of library promotion, leadership training, administration / business administration or do they enjoy the closer information flow of person on person type of work"

"Consider carefully how much routine work is involved in any job."

"you want the best fit for your skills and interests and a fairly generic job description might hide that. Ask questions about what portion of the job is the stuff you are really interested in and how much authority you get. i.e. "contribute to information policy" could mean that you are a key policy maker for the organisation or it could mean that you get to write up the notes from the policy meetings and your manager steals all your good ideas."

- Temporary jobs / opportunities
 - Secondments/temporary moves up or sideways
 - Job exchanges
 - Visits and shadowing
 - Volunteer roles
- Job enrichment
 - Projects

"Pay your dues, consider alternative qualifications & experience e.g. work in volunteer genealogy library - it may not be recognised by an employer, but it will help develop your perspective."

"Reflect on what you expect in the "more interesting job". What are you looking to gain this by seeking a secondment or taking part in a commissioning project?"

"Develop projects to work with others both inside & outside current role. Find a role in your current role more interesting and you won't have to look for another job!"

"Be flexible and willing to take on the library plus the intranet, the wiki, participate in any kind of "KM" role"

"Sometimes you have to move two steps before getting to where you want to be."

- Move internally
 - Branch library generalist to specialist role
- Change library sectors
- Be willing to move

- To another location
- Look outside New Zealand
 - Australia
 - UK
 - Volunteer Service Abroad etc
- Get involved with professional association
 - A LIANZA project can be your “more interesting thing”
 - Get professionally registered

“Become a sole librarian in a school: it is diverse and interesting.”

“Join LIANZA, participate on the local committee, get to know people in your region/sector. You need to participate so that your name stands out from the others who apply for positions. Attend events even if they are in your evening - you never know who you might meet who could potentially be your next employer.”

- Look beyond libraries
 - Writing, editing, publishing
 - Archives, records, museums
 - Teaching

Train/Upskill

- Do non-library qualifications/training
- Increase library qualifications
- Keep up to date/CPD
- Qualifications and professional registration are likely to be increasingly important
- Be willing to do further training to get/in a new role
- IT skills are needed in most jobs
- Plan your upskilling

“Decide which area to move into clearly and obtain some more insight into that area - e.g., if it is digital services speak to the staff in those areas and get an idea of what is involved. Maybe do a training needs analysis and look for courses and readings in that field.”

“get as many (relevant) strings to your bow as possible.”

“Look at doing a short course in an area such as management/business or IT (certificate/diploma level). No matter what area you're moving into-skills such as management, budgeting, project management, strategic planning and an understanding of IT/IS issues will be useful anywhere.”

Network

- Mentor and be mentored
- Committees, project groups

- One way to find out about vacancies
- Talk with people from your desired sector/role
- Work with them on projects
- Tell your manager you want more interesting work

Market yourself

- Stand out at work.
 - This leads to:
 - Promotion
 - Workplace opportunities
 - Good references

“Don't just do what is expected of you and expect a promotion. Show that you have more to give, and that you can think. Volunteer to help solve a problem or explore a new solution. Keep the customer in mind when proposing solutions.”

“Slacking off from boredom is not a great thing to hear from a referee.”

“Make sure you are doing the best you can with your existing job - a good reputation can be your strongest asset”

“Don't talk about libraries. market the skills you have.”

- Create a personal website
- Participate in social media etc to get known
- Link your skills and experience to the new role

“Evaluate your skills rather than your roles. You will probably have experience at running or developing training programmes, reference skills are useful for business or competitive Intelligence etc”

“I would say look at the transferable skills that you have i.e. that are applicable beyond your current job. Which of these skills do you most enjoy? Are there jobs within the sector or other sectors that encourage or desire that skill? Is there any way of tailoring those skills, if not clearly applicable, to the roles you want?”

Display the right attitude

- Passionate
- Positive
- Open
- Do what makes you happy
- If you need to leave your current job, find ways to stay motivated until you go

“once people have in their heads that they want to leave they immediately become less productive”

12.5 Advice for someone wanting to move between library sectors

This question asked: What advice would you give to a person who has been working at a professional level in a different sector who wants to move to your sector?

Sector	Number	% of total respondents from sector	Non LIS comments
National	9	26.47	5
Public	117	38.61	36
School	45	34.88	3
Special	58	34.73	12
Tertiary	79	39.90	23
Other	12	32.43	1
TOTAL	320	36.87	80

320 respondents (36.87% of all respondents) made a comment in this section. The table above indicates the number of respondents by sector, and shows that the percentage of respondents who chose to make comments was reasonably consistent between sectors.

There was one unexpected element in the responses here. 80 of the people who commented (25%) interpreted this question, in whole or in part, as referring to people moving from different industries into library work, rather than people moving between, say, the public library sector and the tertiary library sector (which was what the researcher had intended). Most of these people gave advice that was very similar to that in the earlier questions – gain library experience, get library qualifications, don't expect to start at the top. Many emphasised the poor pay rates compared with other professional roles, but also explained how the roles can be rewarding in other ways. Several pointed out that there were opportunities for people with specialist skills from other backgrounds.

Of the 240 responses which did relate to moving between different types of library, respondents from all sectors emphasised doing background research to find out the differences and similarities between the types of library, and being self-aware about why they wanted to move and what skills they will bring (the emphasis varied between sectors). These points were also made by respondents thinking about people moving from other industries.

While many people were encouraging to potential sector-changers, 39 respondents said “don't move to our sector”, and of these, 30 were from special libraries – 51.72% of the respondents from this sector were discouraging in their comments. This is a very strong trend, indicating concerns about job security and lack of movement in this sector.

12.5.1 Key themes (Summary)

- Take and make opportunities to make the change/get a foot in the door
- Do background research on the new sector
- Analyse your own motivation
- Do a skills analysis
- Train/Upskill
- Be aware you may have to work up through the ranks

12.5.2 The most common themes, by Sector

National

- Self analysis
- Background research

Public

- Do background research

- Understand own motivation

School

- Low pay
- Great job
- Make sure you know what you're doing

Special

- Network
- Find out about the sector/organisation

Tertiary

- Analyse the differences
- Know your skills
- Talk to people

Other

- Self analysis
- Network

12.5.3 Key themes, illustrated with quotes

Take and make opportunities to make the change/get a foot in the door

- Apply for vacancies
- Volunteer
- Job swap

Do background research on the new sector

- Visit
 - Look around
 - Use the library if possible
- Shadow a staff member to see what they do
- Talk to people in the sector
- Make yourself known
 - Join the appropriate SIG or association
 - Network
 - Social media
- Find out what it is really like
 - What is the culture
 - Pay rates



o Job content

“make sure they know a bit about what they are letting themselves in for and make sure they are genuinely interested in the new sector.” (special)

“We welcome applicants from different sectors at times, although acknowledge there is generally a certain type of person who likes specials. So maybe read up, attend some meetings, visit some special libraries”

“Do they have the customer focus and ability to deal with routine tasks and difficult customers that are inherent in the public library sector.”

“A school library job is very full-on. Frankly there are not enough paid hours to do all the tasks in the job description. You will need to juggle teaching, customer service and administration tasks all at once, be prepared to work unpaid hours, and do some work from home as well. But there is lots of variety and you'll never be bored.”

“Generally, primary school librarianship is not going to be as sophisticated as other sectors. Obviously there are exceptions to this rule, but usually this would involve a step down in terms of professional challenges.”

“I would say good luck because school librarian jobs are quite scarce. The pay isn't great, and most schools don't pay you in the holidays. But that the rewards are working in the education sector and being involved with our young people, with all the delights and frustrations that involves. It has meaning. “

“Realize that school librarians need to be very flexible and that you may well be doing more than just library work! (cleaning staff room/ minding school office etc etc!)”

“It can be hard to convince the prospective employer you understand the differences between your current library and theirs. Having been there myself, I only partially grasped how significantly different they can be. Try to find similarities in what you do in current role and their job profile to show how your experience will translate and what you might bring them as an outside voice” (special)

“They would need to have some sort of knowledge about the library and how it works and the latest research and findings about our customer base and their expectations. If it is for a particular branch then a knowledge of the demographics of that area and how the library is used would be helpful.”

- Explore predicted future trends and issues

“Consider carefully future library working conditions relative to your current employment. Consult advisors e.g. National Library, LIANZA before making a decision.” (school)

“To think carefully about the future viability of the position they are looking at. Public and academic libraries and possibly some specialist libraries will survive. Not sure about corporate libraries, the indications are they are increasingly being downsized.” (special)

Analyse your own motivation

- You may realise the move is not what you need
- You may need to explain it

“Why move? Do you have the appropriate skills and knowledge? If not, go get them. But jobs don’t just fall in your lap because you want them. I often ask those I am interviewing for jobs in my library why they chose to do a library cert, or diploma and not a masters (for example). All too often the reply is that the MIS/MLIS or Open Poly degree would take too long and be too much work. Not the sort of person I am looking for. Also, I come across many highly capable people who have been (IMO) poorly advised by their local librarian to not do the MLIS because the certificate/diploma is better, this from people who did the cert / diploma donkey's years ago. Sometimes the applicant is unaware that there are different qualification options. Talk to people in the sector, but talk sector leaders.” (tertiary)

Do a skills analysis

- What will be useful in the new sector?

“It would be really good if you have experience in customer service and/or IT, with emphasis on understanding what the customer wants and how to easily access it. Also a range of personal interests would be helpful.” (public)

“Have IT skills, like people (even teenagers) and be ready for anything :-)” (public)

“Make sure you haven't specialised so much that your skills are no longer as transferable as they could be” (special)

“Good librarians have lots of transferable skills (managing information) that is of use to other professions. Need to be outwardly focused though and interested in other businesses - also improve personal grooming!”

- Identify the gaps in your own skills

Train/Upskill

- Fill the gaps you have identified

“Get a qualification relevant to the sector or the position in addition to the basic library qualification”

“Get a Records Management qualification & join a listserve/LinkedIn or equivalent to help deal with isolation.”

“Don't expect that your background gives you much relevant experience. The move is more like a career change than a new job in the same field”

Be *aware that you may have to work up through the ranks*

- Be willing to learn – each sector is different

“realise that you will be a newby and that there will be many staff, often with lower qualifications who know much more than you. Many of them will be more than willing to help you and share their knowledge and skills”

“Talk to people in our sector who are at the level you're interested in, but don't be afraid to consider starting out lower down the ladder than you might want to - if you really want to be in our sector you'll hopefully find all the different experiences you can gain along the way ultimately helpful and useful to developing your own knowledge. (And if you're worried about a drop in pay, take a careful look at how much you could expect to be paid in our sector first anyway!)”

Advice for people moving from other industries

Comments around people moving to the library from another industry were divided. There was a sense that pure librarian roles would be difficult to get/do well, but that some specialist roles were available.

- **Lack of opportunities**

“I don't think I'd advise anyone with a good professional role in another sector to move into library work - I think there are too few opportunities available at the more senior levels in the library sector.”

- **Need industry experience**

“I tend to distrust those from other sectors in high-powered positions when they don't understand librarianship. Any manager who cannot perform the jobs under them will probably be incompetent.”

- **There are some relevant positions for non librarians**

“I would assist them to ensure that they align their skills and experience with the library role requirements. Some public library roles are eminently suitable for people with quals in other areas.”

“If you see any interesting job apply for it. Library qualifications are useful but so are other professional qualifications in today's changing library environment.”

“The move to corporate is easy - people working in it come from a range of backgrounds and are prepared to accept workers with relevant skills.”

“Consult a professional careers person who has experience in the library sector. If their qualification and experience is in a highly useful area they might get straight in: Maori and Pasifika, IT and ICT, Evaluation, Management and communications are all things that are all needed skills.” (tertiary)

12.6 Advice for someone wanting to move into senior management

This question asked: What advice would you give to a person who has been working at a professional level in your sector who wants to prepare themselves for senior management roles?

Sector	Number	% of total respondents from sector
National	9	26.47
Public	116	38.28
School	38	29.46
Special	56	33.53
Tertiary	80	40.40
Other	12	32.43
TOTAL	311	35.83

311 respondents (35.83% of all respondents) made a comment in this section. The table above indicates the number of respondents by sector, and shows that the percentage of respondents who chose to make comments varied between sectors, with a smaller proportion from National and school libraries commenting, and highest proportion from tertiary and public. Several respondents said that they were not qualified to make comments on this question.

Advice was quite consistent across sectors, although comments from the school and to some extent special libraries sectors reflect the lack of opportunities for career advancement in small or sole charge libraries. All emphasised the need to be proactive and to plan carefully, to take and make opportunities, and to ensure that you hold appropriate skills and experience. Mentors and networking were considered valuable.

Two people said “don’t,” several counseled thinking carefully about whether this was the best route for the individual, but most were encouraging in their comments. Many referred back to advice given in previous answers (this has not been repeated here).

12.6.1 Key themes (Summary)

- Analyse your own motivation
- Do a reality check: what are the opportunities in your sector
- Take and make opportunities
- Assess your skills
- Talk to people
- Be actively involved in the library industry
- Be involved in the wider organisation
- Get appropriate qualifications & CPD
- Think about your management style
- Learn how to apply for jobs at senior levels

12.6.2 The most common themes, by Sector

National

- Make sure it is for you
- Upskill
- Make opportunities

Public



- Be part of projects/secondments
- Professional association/industry profile
- Training, qualifications, professional registration
- Make sure it is for you

School

- Qualifications and training
- Not many opportunities in this sector

Special

- Put yourself out there
- Mentor
- Qualifications and training

Tertiary

- Put yourself out there
- Study, learn
- Get as much experience as you can
- Mentor

Other

- Study/upskill in management
- Network
- Make opportunities

12.6.3 Key themes, illustrated with quotes

Analyse your own motivation

- Is this what you really want?

"Think hard about whether you actively want to move into management and progress your career and that seems the obvious way up. Make sure you are working that don't suit everyone. Someone who moves into management role, can have an adverse impact on the teams they manage. So it is better to look for ways of progressing their career through their area of expertise."

"Be prepared to take actions you do not agree with and have to live with the consequences."

"Seriously...think about WHY you want to progress to management. Is the attraction solely financial? Do you have management (or leadership?) skills? If you were to spend much of your working week in meetings, managing staff, shuffling paper, etc. would that give you personal satisfaction?"

"Be honest about your experience - make sure it is a reasonable match with what is required. Think honestly about your strengths and weaknesses - do you really have what's needed? It's a big step from being, say, a team leader, to being the manager and if you can't be honest about whether you have the skills, then don't go there. If you can, then go for it!"

"You can do all the training and career preparation you like but unless you are willing to work fulltime, you are unlikely to be considered, even if you have someone lined up as a jobshare partner."

- Can you make the tough calls?

- There will be different dynamics with staff

“Your staff can be your friends but first and foremost they are professionals who are counting on you to lead them and be an outstanding role model. After all you're the one being paid!”

“Get ready to take the knife out of your back each night you go home, there are a lot of twisted managers in Library Land”

“I don't know but I would be very interested in the answer to this, especially in the education sector i.e. what can a school librarian do to advance in the education sector? At present there does not seem to be any career path available to school librarians to move 'up' in their school or within the education sector and this is what interests me most.”

“Not applicable in the special library sector unless you want to move beyond a library role and into general management. This can be done in some organizations, usually by getting involved in a sector or undertaking management training with support from the organisation.”

**Do
in your sector?**

a reality check: what are the opportunities

Take and make opportunities

- Acting roles/secondments
- Ask your manager to delegate things to you
- Start with lower level management
- Take responsibility for things
- Team leadership
- Committees and project groups
 - In library
 - In wider organisation
 - LIANZA etc
- Run events



“Be prepared and take opportunities to accept responsibility rather than exert authority or assume status. This will show in your work. Take any opportunity to learn more about project management and volunteer to lead projects. Library work naturally falls into the project management space, so if you can't get project leadership experience, make some of your current role into a project - a change initiative even if small would probably work. This will be good evidence of leadership if you are applying for your first formal leadership role. Use LIANZA opportunities to gain leadership experience. And don't be snotty about the area in which you want leadership experience: Supervising shelvers is a great start and I have seen many good managers come from that.”

- Try to think like a manager and contribute in meetings etc
- Volunteer for management roles outside work

“Here it may be a good idea to volunteer - gain management experience (the skills are highly transferable between different areas) in a situation that is both less threatening and less stressful because your career doesn't depend on them.”

- Get involved in things

“Otherwise offer something different or bigger than a step by step library career - high level involvement in a professional organisation; time spent in another industry; strong overseas networks; involvement in consortia or organisation wide committees and projects”

- Be prepared to move to another organisation/sector/location

Assess your skills

- People/interpersonal management
- Strategy/strategic planning
- Leadership
- Administration/budgeting/finance
- Decision making
- Project management
- Communication
 - Public speaking
- IT
- Marketing and PR

“Show that you have more to give, and that you can think, create and solve problems. Develop strong understanding of technology and how it supports your mandate. Learn to manage budgets, and get staff management experience. Understand performance metrics, what they mean, and where the data is obtained.”

“Show that you have consideration for your staff and the wider organization; be trustworthy, hard-working, thoughtful.”

“Make sure you promote your strengths, but that you are aware of your weaknesses. Think about what you can offer, not what you “deserve”.”

Talk to people

- Your manager
- Your network

- Professional association
- Senior staff in organisations you would like to work in
- Get a Mentor
 - In library management
 - Outside libraries
- Recruitment consultants
- Think about how you present yourself

"Find out from placement agencies what sort of qualities/qualifications such roles require and address any discrepancies"

Be actively involved in the library industry

- Professional registration
- Contribute

"Make sure the right people in the organization are aware of your outstanding performance, but be humble and modest about it (NZ styles)."

"Develop an industry-recognised voice. Be a mover and shaker."

"need to be at the cutting edge of what is happening in the library world. Good at networking and good current awareness of new technology, innovations, and trends"

"Put your hand up to be on working parties, and take extra responsibility. Read widely, look out for blogs/journal articles etc that will broaden your knowledge and show your commitment. Write for Library Life, speak at a Conference or Weekend school to get your name out there"

- Present at conferences

Be involved in the wider organisation

- Understand it
 - Be active in it
 - Know people from different parts of it

"Look wider than the library. If you are going to work in Senior Management you need to understand how the library fits within the wider organisation. Break down those silos..."

Get appropriate qualifications & CPD

- Study now so you are prepared for when the job comes up
- Be professionally registered
- Library qualifications
 - MIS/MLIS is required in many jobs
 - Aurora
- Be up to date with library issues
 - Go to conferences
 - Read
 - CPD
- Management/Leadership qualifications
 - MBA
 - Business, commerce, accounting, finance, HR
 - MIS offers a management paper
 - Massey University offers management courses
 - Open Polytechnic offer management papers

"Begin to seek professional accreditation at senior management level (for example, consider courses at NZIM). Backing up verbal intent with real action is important."

"Actually get some training in management. Far too many people at a management level in libraries have little or no clue what good management is."



- Organisations sometimes offer courses where talent is spotted
- Be up to date with management issues
 - Read about effective management
 - Like reading and talking and thinking about management
- Be up to date with IT issues

“Have a better than good knowledge of IT”

Think about your management style

“Avoid micromanaging, which is tempting when all your work is new.”

“have strong views on libraries and communities and follow them through, don't let petty politics grind you down. be prepared to lose some friends. Question every process - why? Why? Why?”

“Listen and learn, we can always learn from others, even those who are new to the industry.”

“Look at examples of both good and not so good management styles you have experienced. How do they compare with your style. Are you ready/prepared to take on the additional responsibility? What are the gains and losses?”

“Model themselves on a manager they admire”

Learn how to apply for jobs at senior levels

- Be aware that the requirements for CVs etc are different at senior level: get advice

12.7 Advice for someone facing review or restructuring

This question asked: What advice would you give to a person facing a review or restructuring in their library?

Sector	Number	% of total respondents from sector
National	13	38.24
Public	129	42.57
School	55	42.64
Special	74	44.31
Tertiary	81	40.91
Other	15	40.54
TOTAL	367	42.28

367 respondents (42.28% of all respondents) made a comment in this section. The table above indicates the number of respondents by sector, and shows that the percentage of respondents who chose to make comments was very similar across all sectors.

There was a high level of agreement in comments to this section across all sectors. The one clear difference is that school and special librarians, who are more likely to be working in smaller libraries/sole charge positions, emphasised the need to advocate for the library, its role in the wider organisation, and the value that it adds to the community; and

to draw support from hard evidence and key stakeholders in the wider organisation. The special library sector was the strongest in advising people to start job-hunting, no doubt recognising that there is a trend to close libraries. People in larger organisations, particularly those in the tertiary and public library sectors, were more focused on participating in the review and keeping positive. People across all sectors emphasised that one should be prepared for review at any time, and to ensure that qualifications, professional registration, skills and membership of unions and professional associations are always up to date. Many respondents from the public and tertiary sectors advised “upskill, quickly” which suggests that people may be underprepared for change.

Many respondents commented that they had experienced reviews and restructuring, or were currently undergoing review. The emotional effect on individuals was recognised, but also the opportunities that this can create. Change can be a catalyst to move to another job or organisation, or to follow a personal dream or ambition.

12.7.1 Key themes (Summary)

- Assume that you will be reviewed in the future
- Manage your stress
- Keep doing your job
- Identify your options
- Brush up on skills
- Look for a new job
- Understand the realities of a review/restructure
- Get support
- Be professional
- Participate in the review process
- Handle the implementation the best you can

12.7.2 The most common themes, by Sector

National

- Be involved
- Be prepared

Public

- Be involved
- Be prepared
- Be positive
- Upskill

School

- Advocate for the position/library
- Have evidence
- Get support

Special

- Advocate for the position/library
- Have evidence
- Be involved
- Be positive
- Accept it is a fact of life

- Start job hunting

Tertiary

- Be involved
- Be prepared
- Be positive
- Upskill

Other

- Look for opportunities
- Be involved

12.7.3 Key themes, illustrated with quotes

Assume that you will be reviewed in the future

- Be prepared
 - Qualifications
 - Professional Registration
 - Networks
- Be flexible
 - Accept change as inevitable
 - Be willing to change
 - Have a can-do attitude

“Be adaptable and ensure you are part of the solution not part the problem!”

“Be prepared to be flexible and adventurous, a positive attitude will work better for you whatever happens in the end.”

“Those people with a positive attitude and proven adaptability are more likely to be able to secure a position in a new environment”

“Always work as if a review or restructuring is going to happen because your work history will speak louder than anything else you say or do in the present. Cultivate an attitude of embracing change, learning how to let go of the things you valued and seeking new things to value to replace them. It's not easy, but individual attitude counts for a great deal”

“Be very, very prepared and able to articulate the value you personally bring to the library. To do this, don't assume they know everything you do - remember to draw attention to your work (erm, subtly, if possible :-)) and to always maintain a healthy relationship with your manager so they know what your achievements are. (i.e. don't let it be left until review/restructure time - this sort of reminder of your work should be a regular feature of your working life).” (special)

“This seems to happen in most organizations – local bodies, Govt Dept and private – it is almost part of our way of life in NZ. There is no guarantee that your job is permanent any more. I would consider that these days each of us should personally plan that the job we have may not be there in 5-10 years and to put in place, professional development options to keep one up to date with new technologies, develop personal knowledge in different areas, read as widely as possible, keep all options open with respect to other career opportunities”

Manage

your stress

- Look for positives
- Don't take it personally

"Try to see the opportunities in a restructure but be realistic sometimes they just suck and your next opportunity may be somewhere else."

"Keep the faith", don't give up on your profession, no matter how bad things get (and they can get pretty horrible!)"

"Don't get too involved. The less invested you are, the less disappointed."

"I have been on both sides of this and it is hard, but libraries are changing and it is really important to make sure that they remain relevant in the 21st century, even if it means discontinuing some activities... be open minded and honest about the changes. If you don't like the answers, it's probably not somewhere you should stay."

"Don't become bitter and grumpy. Find a way to rise above it and make the best of a difficult situation. It makes for great interview fodder."

"Remember that the restructure is not about YOU, it might affect you. But it is not about you. The organization at the end of the day is larger than the individual person."

"Remember that other people (including your managers) are going through the same situation. Remember that your job is not your life."

- Be patient
- Be positive
- Stay calm
- Meditate
- Pray/hold to your faith
- Keep physically healthy
- Be conscious of the good things in your life apart from work
- Work out why you are worried
 - Translate emotion into action

"I put my trust in God and my faith has helped me through a lot of difficult situations, and I can say this to people too - trust in the Lord and stay positive, and do your part too"

"Ask yourself if you're committed to the job because you love it or if you've just been doing it for so long you can't think of anything else to be doing."

"if you are frightened about something it is usually your weakest area, so improve it through education."

- Find ways to have some control
 - Develop Plan B

- Get yourself financially strong
 - Reduce/pay off/refinance mortgages or loans
 - Build up a buffer fund
 - Talk to spouse/partner/family about financial options

Keep on doing your job

- Don't freeze
- Do it well

"passive 'waiting out' the process is a very soul destroying situation to be in."

"Think about what you can control, the only thing you can control is you, so what have you put into place to make you a really desirable candidate for other positions? If the worst happens?"

"Having an action plan puts more control into your hands and you feel less like a victim."

"Go to work and try to do something of value every day - 1. it puts you in a better head space and 2. organisations tend to look after valuable people."

Identify your options

- List your transferable skills
- Decide what your bottom line is
- Is now the time to re-train and do what you have always wanted to do/something different?

"When one door closes, another opens"

"Use it as a time to reassess where you are in your career; is it time to change track? Take some time out, away from the workplace, to unwind and then think through what you really want to do."

"It's your career so you're in charge - take charge! Sometimes things don't work out and you may have to look at another type of work but you have wonderful skills that are very transferrable and yr customer skills are second to none."

"If worst comes to worst, think of it as your current employer's loss and another employer's gain."

"hard though it might seem at the time, a review or restructuring can be an opportunity to be grasped with both hands rather than resisted. Sometimes it can be the change trigger that you needed"

"If you are made redundant, you have the choice of other jobs in the business - go for it. If you take redundancy - you have to wait 6 months before applying for another govt sector job of the same fte." [full time equivalency]

"In the end, make a decision for yourself that feels right and good; stick with it and keep looking forward to the future. The library will take care of itself in one way or another, irrespective of what you decide for yourself. And yes, there is life after libraries! We have transferable skills and wide interests."

"well this rather depends. If you are a person who can see change as an opportunity then try to see the restructure as providing you with new opps If you don't cope with change and think the restructure is bad then maybe you need to move on - harsh though that is - hanging round in a restructure you disagree with or can't see as positive will do nothing for your career or your mental health."

Brush up on skills

- Get more training

- Some may be offered by the employer
- Library
- Non library
 - Financial
 - Teaching
 - Customer service

Look for a new job

- Update your CV & interview skills
 - Target your letter to individual jobs
- Jobs can be inside or outside library work
- Apply for a new job while you still have the old one
 - You will be stronger
 - Less competition from others who have lost their jobs in restructuring
 - You going might result in someone else keeping their job
- Restructure might mean new opportunities in wider organisation

“Read a book about change management e.g. Our iceberg is melting.”

“don't expect particularly good or frequent comms, but don't panic about it.”

“don't be afraid to ask questions if you don't know what is happening. Don't rely on uninformed gossip to find out what is happening”

Understand the realities of a review/restructure

- Learn about change management
 - Talk to people who have experienced other restructuring
 - Read
- Communication about the process may not be wonderful
- Even in positive change there will be losses
 - You might lose your job
 - Your colleague(s) might lose their jobs
 - Your job content/workload might change

*“However, be prepared to accept some disappointments and compromises.”
 “even a well-managed restructure is unsettling.”
 “do not dwell on what you are losing.”*

“Be prepared to give up old favourite jobs in favour of learning new skills. Defending traditional library roles may be counter-productive”

- It might work out better for you

“all change is not bad. I have been involved in 1 restructure several years ago & the outcome was to the staff's advantage.”

“It feels crappy at the time but people survive and often what's on the other side is a lot better. Change is scary for most but the new future can be really good once we get used to it.”

- Change that is bad for you might be good for the library
- The process may be drawn out and depressing
- Your manager will be under pressure too
- Restructuring may be ongoing

“Look to the future and what is best for the library, not just you personally”

“If you think you can’t face the process, find yourself another job. The review or restructuring process in libraries is continuous and one or the other will happen at least every 3 - 5 years, particularly in government sector.”

“It happens all the time, endlessly throughout a career. Sit tight, don't panic and wait for the outcome. Stay positive, it is a very stressful time. If you do lose your job, you will find another one.”

- The decision may have already been made

“More often than not the decision has already been made in order to save money and nothing you can say or do will make the slightest bit of difference. This will happen irrespective of how good you are or how well the library is working as the problem is not you but nine times out of ten just a way of saving an organisation money.”

- Promises may not be kept

“Whatever you are promised be prepared to be made redundant. This may not be the right answer but look after yourself and answer questions with this in mind. I know, I was made redundant and it was the last thing I expected having been promised that this would not happen.”

Get support

- Use what the employer offers
- Get a supporter

“If you want to stay apply for everything you are eligible for”

“Find yourself a “supporter” who can help you work through the issues.”

“Talk to someone you trust - it is a scary thing to go through”

“Talk to a counselor about anticipatory grief and how to handle a possible redundancy”

- Maintain networks
- Talk to a career counselor
 - Independent
 - Provided by employer

- Be a union member
- Get LIANZA support
- Get NLNZ/SLANZA/School sector support
- Get users who support the library to speak up for you

"Call in the experience of the sector, don't try to do it alone."

"Contact Natlib school support; they are wonderful (the voice of experience). Enlist the support of your local library network. Get loud with your advocacy; BoT, local community newspapers, HoFaculty - enlist support from everyone you can think of. Remind them what you do for them and student learning."

Be professional

- Be discrete
 - Don't gossip or spread rumours
 - Look after your reputation

"Don't burn your bridges; the library world is small and well-networked; you probably don't want 'wild' comments to come back and bite you."

"stay positive and do not talk too much about stuff in ear shot of your superiors. It may not be looked on favourably."

"Don't tell anything personal about yourself or your colleagues to consultants"

"Look after your own interests but don't get involved in gossip and remain professional at all times"

"don't say anything stupid, don't blog or tweet about it. Do not refer to it at all on social media."

"Prepare, (refer to own terms of employment etc) know your facts and your rights, take someone to support you. Have questions ready to clarify all points made. Be prepared to listen actively. Ask for time to consider - no on the spot decisions to be made. Possibly seek legal assistance."

"So many are facing this. Present your arguments to management, framed in the corporate speak they understand. Remain calm, professional and flexible, and as much as possible depersonalise the planned change, talking about the roles rather than the people in them. Tell management how you think they could make the savings they want if you can think of ways to do this. Point out specific activities or services that will be lost by the restructuring (if this is the case). Recognise that you won't necessarily change their mind on anything. If you've done all this and you are still restructured out, you can leave with your dignity intact and a reputation for being professional which will follow you to your next role. Take advantage of all the help your employer offers to retrain, write your CV, counseling etc."

Participate in the review process

- Read all documents
- Provide considered feedback when asked
- Be constructive about the process
 - See the opportunities in the review
- Go to meetings
- Ask questions and discuss answers

"If you were running the review what would you do differently to improve the library services offered?"

"Be aware of what is happening with roles of equivalent level/responsibilities in other teams of the organisation."

- Accept decisions
- Look at it from the employer's point of view
- Know the bigger picture

"Look for the positive aspects of the review - for clients and staff. Ask intelligent questions about the purpose of the review, and how the organisation will know it is successful. "

"This is an opportunity to show how valuable you are to the library and the profession. Instead of actively working against change, show that you are eager to help make your library the best it can be. If you think a proposal is bad - don't just complain but carefully point out why the proposal is a bad idea and gather evidence. Even better, provide an alternative solution to the problems the review is attempting to solve. This way, you are showing that you see change as a challenge - rather than an adversary - and that you understand systems (of which libraries are a subset) need to change to remain relevant to changing social conditions."

"suggesting less important areas which could be cut and new things that could be done."

"Do place a submission if you have a better idea of meeting the organisational requirements (e.g. saving x \$\$\$). Sometimes they do listen..."

"Compile evidence of the library's value to the organisation - facts, figures from issuing, stocktakes etc; anecdotal evidence from library users etc." (school)

"Get as much information together as you can about your role and your achievements; get support from colleagues who understand your role; and be prepared to fight the ignorant, i.e. those who have no idea what librarians do! Sadly, often these are the people who make the final decision on the restructuring/review." (school)

"Be prepared to ask principals & BOT's what would they like dropped if hours are changed. E.g. Should I not offer info skills support when children want help on the Internet or perhaps I should drop reader advisor?" (school)

"Be proactive - make sure the management are aware of what the library actually does. Draw up a list of what services might disappear in a restructure or downsizing. let management know how that might impact on their business, bottom line, risk exposure etc. So often libraries are seen as easy targets when restructuring happens - because someone thinks of the library as an expense only - so prove the value!" (special)

"Get the right metrics. Be prepared to answer questions in the "language" of the person asking them - usually a non library person. Use their terminology not library speak." (special)

- Show what your role does in organisation
 - Be able to articulate what value you add
 - Have evidence
 - Talk with reviewers and stakeholders

- Market your skills and experience

Handle the implementation the best you can

- Any change takes time to settle down
- Make the best of the new arrangement if you stay

"Talk to your managers about what your goals and ambitions are, be open and honest about what it is YOU want."

"I have been through this. I had to step back and objectively consider the organization needs, compare them to similar organizations and understand that things had changed to the point where my role could be cut back to part time. The users didn't like it and still grumble at times, but they have adapted and I have made it work well for them. That was my job - to make it work. I'm only now adjusting to looking outside the profession at other roles and am doing other things. It took time."

"This is a hard one as the process often sidelines the staff and is conducted by people with no library expertise. You have to ensure you have the information to make the case for why your job and your library is important and a clear idea of future direction. In the end it often is to no avail. The main thing is not to jump ship before the outcome and be prepared to ride the difficult time and embrace change and the opportunities "the new way" may bring. In my experience reviews rarely "get it all right" and you have to struggle for a couple of years making tweaks here and there to actually achieve the intended goal. The reviewer leaves never to return to the scene of their disruption and often managers (at all levels) move on as well leaving others to re-establish the equilibrium."

"be honest to your colleagues - if you are competing and withdraw from the competition DO NOT lie about your circumstances - front up and say you are out of the competition - and wish the remainder good luck - try to submit as a team AND as an individual; handover professionally don't pay-back your remaining colleagues by not handing over adequately - the decision is management not collegial"