Factors affecting participation in CPD activities: the case of public librarians in Israel

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Factors Affecting
Participation in CPD Activities:
The Case of Public Librarians in Israel

by

Gabriella Dotan

A Doctoral Thesis
submitted in partial fulfilment of the requirements for
the award of Doctor of Philosophy
of
Loughborough University

Department of Information Science
Loughborough University

June 2000

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In loving memory of my parents, Fanny and Max Cohn, from whom I continue to learn.
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ABSTRACT

Factors affecting participation in CPD activities – the case of public librarians in Israel

The main purpose of the study was to produce a model that will elucidate the relationships among a number of variables associated with employees' participation in activities of continuing professional development (CPD). The study specifically aimed to explore public librarians' motivation for participation in CPD and to investigate the interest generated by various topics and types of CPD. A subsidiary purpose was to examine work environment factors and management policies and practices impinging on public librarians' CPD.

The model hypothesised that perceptions about the applicability of new skills and motivational orientations influenced employees' updating behaviour through the mediation of educational interest.

The study used two research methodologies – a survey of public librarians, by means of questionnaires, and semi-structured interviews with 22 library officials and policy-makers. A response rate of 73 percent yielded 303 valid questionnaires. Data were analysed through various statistical and qualitative analyses. In addition, path analysis was used to examine two causal models of participation in CPD activities.

The results suggested that the perception of the applicability of new skills was significantly correlated to all motivational factors and with most educational interest factors, particularly to IT skills. Most deterrent factors were negatively correlated with educational factors, indicating that the perception of deterrents stifled the interest in virtually every topic. The study revealed a serious mismatch between librarians' motivations and perceptions of deterrents to participation in CPD activities, on the one hand, and library directors' opinions regarding librarians' motivations and constraints, on the other.

Several recommendations are made to advance employees' professional development. Ways were suggested to strengthen the collaboration between state and local initiatives that could encourage librarians to engage in lifelong, planned, professional development.

Keywords: Continuing professional development; staff development; continuing education; professional education; public libraries; librarians.
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1.1 Background

Professionals in every field must keep up with advances in their professions and must adapt to new developments and changes. The information technology revolution, social and economic changes and new theories and practices in public administration have presented new challenges for the library and information profession. In a highly dynamic information environment, public libraries have become complex institutions, characterised by a varied clientele and serving a multitude of needs. Moreover, over the past decade, public libraries have had to cope with shrinking budgets and raised user needs and expectations while, at the same time adopting advanced information and communication technologies (ICT). Libraries have become keenly aware that they must ‘adapt and respond to change, or risk becoming marginal and peripheral to the needs of the community they serve’ (Kinnell, 1998, p. 11).

Presently, professional librarians employed in public libraries must possess a wealth of skills: in addition to a thorough knowledge of library and information issues, they also need technological competencies, communication abilities, management skills, political acumen and social awareness. Topics taught in schools of library and information science become obsolete very rapidly. There is now a consensus that librarians can no longer function effectively and efficiently throughout their entire careers based on the knowledge and skills acquired during their initial education. Librarians and information workers are told that they have to keep enhancing and developing their professional education in order to survive professionally. This suggests that continuing professional development will gain paramount importance.

1.2 Statement of the Problem

Maintenance of professional competence and professional development have been evolving areas of study in various fields, such as in organisational studies and human resources management. The research literature emanating from the organisational world has long recognised that work characteristics, as well as individual attributes,
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INTRODUCTION

contribute to the maintenance of professional competence (Kozlowski & Farr, 1988; Dubin, 1990; Noe & Wilk, 1993; Tracey, Tannenbaum & Kavanagh, 1995). Growing attention has been given to the concept of transfer of training and to employees' perceptions of situational constraints to professional updating (Baldwin & Ford, 1988; Burgin & Smith, 1995).

In the library and information sector, the continuing professional development (CPD) of library staff has been a subject of study since Elizabeth Stone’s seminal dissertation in 1969. Most of the studies emanated from the UK and USA and aimed at ascertaining the practices, preferences and perceived needs of librarians with regard to topics, methods, types of activities and time and place of professional development activities. However, most of the existing literature in the field is anecdotal, descriptive or exploratory in nature; few studies focused specifically on public librarians.

Consequently, there are still many ‘grey’ areas, which create a gap in our theoretical understanding of the field, as well as affecting human resources management in libraries. For example, do public librarians receive professional training that is well planned or haphazard; applicable to the library and congruent to the needs of users, or not? Is enough staff trained so that a culture of continuous learning might be established in the library? Why do some employees decide to undertake formal continuing education activities, while others do not? How does the work environment influence CPD-related decisions? What incentives on an organisational level may be used to enhance training effectiveness? Whereas these topics have been researched and explored in many other organisational fields, the library and information services field is still lagging behind.

The recent LIS literature has acquiesced that professionals’ CPD should be regarded as a necessary investment, conducive to the fulfilment of organisational goals (MacDougall et al., 1990; Slater, 1991; Fielden, 1993; Jordan, 1995). There are many small-scale studies that examine simple relationships between variables, but few works have investigated empirically and rigorously the specific factors pertaining to librarians’ CPD.

Also lacking from LIS research is the creation and examination of contextual models that may identify which of the variables most affect librarians’ participation in development activities. Unlike other disciplines, no recent studies in the library and information science field have examined the relationships existing among multiple factors impacting librarians’ participation in activities of continuing professional
development. The development of such models might have significant theoretical as well as pragmatic value.

1.3 Purpose of Study

The intent of this study was to create a causal model that would examine the relationships between individual characteristics, perceptions of the work environment, motivational orientations and educational interest and participation in various types of CPD activities. In developing a causal mode, this study also sought to test the influence of a number of factors on employees’ interest in four types of CPD activities.

This study explored the practices of and opinions on continuing professional development as perceived by public librarians and public library policy-makers (library directors and other public library stakeholders) in Israel. More specifically, the objectives of the study were:

a. To investigate work environment factors and management policies and actions regarding librarians' CPD.

b. To explore librarians' reasons leading them to engage in CPD and their perceptions of existing deterrents to participation in CPD activities.

c. To study the interest of librarians and policy-makers in various topics and types of CPD activities.

d. To assess the possible impact of selected individual characteristics on librarians’ interest in specific CPD opportunities.

e. Finally, the study sought to produce a model that will clarify the relationships among all the above-mentioned variables in an attempt to explain how they affect the interest in specific types of CPD.

1.4 Research Questions

Nine broad questions formed the basis for this study:

1. What is the impact of the changing library environment on public librarians and their skills, according to management (library directors and other managerial stakeholders) within the public library community?
2a. How are public libraries administering CPD for professional librarians, according to management stakeholders within the public library community?

2b. How do professional public librarians rate the applicability of new skills and knowledge acquired in CPD to their library environment?

2c. Are there significant relationships between the factors underlying the applicability of new concepts and skills at work, as identified in this study, and selected variables as detailed below:
   a. The employing local authority (size and socio-economic status)
   b. Library characteristics (central library or branch library)
   c. Individual variables of the respondents:
      - demographic characteristics: age and general education level
      - professional characteristics: type of library education, years of professional experience
      - career aspirations
      - organisational characteristics: supervisory responsibilities, type of library service, employment status
      - past participation in CPD activities

3a. What are the decision-makers’ perceptions of librarians’ reasons for participation in CPD activities?

3b. How do professional public librarians rate the reasons for participation in CPD activities, according to the level of importance attached to each of the reasons?

3c. Are there significant relationships between the factors underlying the motivational reasons identified in this study and selected variables as detailed in question 2c above?

4a. What are the decision-makers’ perceptions of librarians’ constraints for participation in CPD activities?

4b. How do professional public librarians rate the deterrents to participation in CPD activities according to the level of relevance attached to each deterrent?

4c. Are there significant relationships between the factors identified in this study as underlying the deterrents to participation in CPD and selected variables as detailed in question 2c above?

5a. How do professional public librarians rate their degree of interest in continuing their professional development in various professional areas or skills?

5b. Are there significant relationships between the educational interest factors underlying professional competencies, as identified in this study, and selected characteristics of the employees, as detailed in question 2c above?

6a. How do management stakeholders within the public library community assess the effectiveness of various types of CPD offered to public librarians?

6b. How do professional public librarians rate different types of CPD activities according to the degree of interest in each type?
6c. Are there significant relationships between the factors identified in this study as underlying the types of CPD activities and selected variables as detailed in question 2c above?

7a. How do professional public librarians attribute the responsibility for CPD among the various interested parties?
7b. Are there significant relationships between librarians' attribution of responsibility for CPD and selected characteristics as detailed in question 2c above?

8a. How satisfactory are the current provisions of CPD activities according to library stakeholders?
8b. How satisfactory are the current provisions of CPD activities according to public librarians' opinions?
8c. Are there significant relationships between librarians' satisfaction with existing CPD activities and selected characteristics as detailed in question 2c above?

9a. What are the stakeholders' opinions regarding the impact of librarians' CPD on the library and the library staff?
9b. What are the management stakeholders' attitudes to and expectations of librarians' CPD?

1.5 Limitation and Delimitation of the Study

1.5.1 Delimitation
This study was delimited by the following:
a. The questionnaire survey was administered in sixty-nine libraries, representing about a third of all public libraries in Israel. Librarians from peripheral areas were not surveyed, as it was assumed that distance considerations might affect to a large extent their updating behaviour, clouding the results.
b. Public libraries employing less than three professionals were excluded from the survey, since severe problems of understaffing might have influenced libraries' possibilities in releasing the staff to attend CPD activities.

1.5.2 Limitation
a. The study has used self-reports of past participation in CPD, reasons for participation and degree of interest in various professional topics and types of
CPD activities. Thus, the validity of the research is contingent upon the degree of interest and sincerity of the respondents surveyed.

b. New immigrant librarians who experienced difficulties in reading and filling out the questionnaires were not surveyed. As they constitute a sizeable number of the public librarians, the generalisability of the findings and conclusions will be limited to Israel-educated public librarians.

c. Most public library directors interviewed are active and often prominent in the public library community in Israel, hence they may not be representative of all library directors in the country.

1.6 Significance of the study

1. The study incorporates previous findings on factors influencing participation in CPD but extends the research to include many individual characteristics and professional educational interest.

2. Kozlowski & Farr (1988) have suggested that contextual variables affect employees’ perceptions about the managerial support for development activities. This study investigates participation in CPD of professional public librarians, a group that has not yet participated in similar studies. The results of this work will allow a larger degree of generalisation of previous findings.

3. The descriptive information collected on librarians’ interests and preferences with regard to CPD activities may serve as a basis for the development of a more effective programme of CPD for public librarians.

1.7 Organisation of the Study

Chapter 2 provides the context that explains librarians’ need for CPD. It shows the impact of various environmental factors on the nature of library work and on the changing roles of public librarians. The last section of the chapter reviews basic trends in library education as a factor influencing both the nature of library work and the maintenance of professional competence.

Chapter 3 discusses general issues related to continuing professional development as manifest in library and organisational management literature. Among the issues
surveyed are definitions and scope of CPD, purposes and benefits of CPD, responsibility for CPD, CPD and the professions, mandatory vs. voluntary CPD.

Chapter 4 surveys the development of public libraries, library education and continuing professional development for librarians in Israel, focusing primarily on the current situation. A brief section at the beginning of the chapter provides a broad outlook of significant facts about Israel as a background to the chapter and the entire study.

Chapter 5 looks into previous studies of CPD in library and information science.

Chapter 6 provides the theoretical framework for the study, reviews related literature according to the independent and dependent variables of the study and lays the foundation for the formulation of the hypotheses.

Chapter 7 describes the methods and procedures used in the study, including detailing the development of the instruments, the population under study and the procedures used in collecting and analysing the data. The results of the pre-test are also presented.

Chapter 8 presents the findings related to the respondents as obtained from statistical analyses and from the interviews conducted.

Chapter 9 presents the results of the qualitative analysis of the interviews with library officials, according to the research questions.

Chapters 10 and 11 present the findings of the quantitative analyses. First are presented the relationships between the study variables and individual characteristics, according to the research questions presented in Chapter 1. The hypotheses of the research and the causal model developed are examined in chapter 11.

Chapter 12 integrates the results of the interviews with the statistical analyses of the data drawn from the questionnaires and provides explanations of the results in the light of the research literature reviewed in chapters 3, 5 and 6, and according to the theoretical framework presented in chapter 6.

Chapter 13 summarises the study and finally evaluates the factors that affect participation in CPD. The chapter includes conclusions, practical implications and recommendations for further research.
2.1 Introduction

Continuing professional development is a complex and dynamic process affected by various factors: some external, others intrinsic to the profession, and still others internal, related to a specific organisation; understanding these factors is deemed necessary to the understanding of the research model suggested.

Kaufman (1990), who studied the engineering profession, suggested using an open systems model to facilitate the understanding of the factors affecting the maintenance of competence. The model may be adapted to other professions, including the library and information sector. Kaufman’s model identified four broad system components:

a. Environmental change, including technological, social and organisational forces;
b. Organisational climate, determined by management policies and practices;
c. Nature of the work, characterised by job assignments and the required professional knowledge and skills;
d. Individual characteristics of the professional workers.

From a slightly different perspective, Fossum & Arvey (1990) examined the factors that might influence professionals’ job-related proficiencies, and found four categories: motivational, individual, organisational and external factors. Their model of professional obsolescence proposed that changes in the job resulting from the introduction of new technologies, new organisational goals, new procedures and modified structures caused ‘person changes’ and required the individual to adapt to new job responsibilities and duties. Fossum & Arvey (1990) expounded that technological changes had major effects on general job proficiencies, while organisational changes affected mainly job proficiencies relevant to the specific organisation.

Additional factors that affect specifically the field of library and information science are: the vast growth of new knowledge; new information technologies; the societal needs of an increasing highly educated population; new practices in the
management of non-profit institutions; and changing trends in library services. The current basic LIS education, too, contributes to the general level of job proficiency in the labour market and influences indirectly the processes of continuing professional development. The new concepts, skills and attitudes injected in the newly graduated cause experienced professionals to feel less competent and motivates them, along with other factors, to seek ways of maintaining their professional competence.

The general model proposed in the current study applies elements of both Kaufman (1990) and Fossum & Arvey (1990) to the library and information field, focusing on the complex components external to the professional. As illustrated in Figure 2.1, environmental changes (1) affect all the components of the model. The environment includes the rapidly changing technology; the all-pervasive social, demographic and economic trends which affect customers, the values of society and the workforce; and management practices and policies which influence organisational climates and structures.

Environmental changes (1) have a direct impact on the nature of work (2); new job requirements (3) and desirable competencies for optimal professional performance (5) ensue. The basic professional education (4) is responsive both to the profession’s new practices (2) and to the variations in the external environment (1), and undergoes constant modifications; at the same time, it influences the profession (2) by providing new professionals equipped with state-of-the-art knowledge and skills.

Both professionals and management are interested in maintaining the professional competence of their human capital through continuing professional development and training (6). Continuing professional development is affected by the external environment (1), by the new curricula and teaching methods of basic LIS education (4) and also by the new job requirements (3). Its impact is felt back at work (2) in the same manner as the basic professional education, by ensuring a continuous competent workforce (5).

This introductory chapter will first present the background against which the study was conducted. It will assess the fundamental components of a changing library environment, focusing in particular on the impact of the new technologies, social and economic developments and managerial trends on librarians’ roles and skill requirements. Next, the chapter will discuss contextual factors affected by the external environment, particularly the changed nature of public library work, and will elaborate on the new roles, tasks and responsibilities of public librarians. The last section of the
CHAPTER 2

[1] Environmental changes:
- technological
- social
- political
- economic-management


[3] New Job Requirements

[4] Basic professional education

[5] Competencies for optimal professional performance

[6] MAINTAINING PROFESSIONAL COMPETENCE

FIGURE 2.1. ENVIRONMENTAL FACTORS AFFECTING THE CONTINUING PROFESSIONAL DEVELOPMENT – A SYSTEMS MODEL
chapter will discuss library and information education, which determines to a large extent the knowledge base of the profession and affects (indirectly) the continuing professional development endeavours of practising librarians.

2.2 Technological Changes

A state of the art trend analysis of the field of library and information services conducted in 1990 by Eisenberg and his colleagues termed the increasing concern for the impact of technology a 'megatrend'. Four trends (out of fourteen) related to the improvement of library technology: a. the demand for and provision of end-user access to computer based information resources; b. the increase of networks and telecommunications in libraries; c. the continued growth of CD-ROM technology; and d. the new research involving artificial intelligence. Eisenberg et al. (1990) findings indicated that the library world was in the midst of a technological restructuring, and that every facet of library work has changed because of new technological capabilities.

New technological trends have broadened the scope of activities in libraries, and little has remained unaffected. Information services that until recently have been unimaginable, have been created, and they are expected to become more and more complex. There are now increasing numbers of databases - bibliographic and full text - and they are expected to grow on networks and on the Internet. On the other hand, the volume of material produced creates problems for all those involved in the production, handling and use of information. As in the case of books, huge amounts of electronic information might create a huge information overload. In the case of Internet, which contains much non-authoritative but official-looking material, a compound problem is the quality assessment of the electronic information (Haythornthwaite, 1995). Electronic information is not as constant or reliable as published texts in print, and determining the validity and authenticity of information sources has become a critical concern of users of network information (Young, 1996).

Information technologies bring end-users in direct contact with information systems, and the integration of different information activities in workstations facilitates access to bibliographic, textual, numerical or graphic information. Many libraries have become different places from what they used to be, and librarians are dealing with problems
inconceivable two decades ago. Dowlin & Shapiro (1996) have observed that, currently, one of the criteria of the Library Badge of Success Award is the listing of the library’s Web site among the top five percent of Web sites. Cleveland Public Library and San Francisco Public Library, who received the award, have been cited for the excellent links provided to other web sites in their areas.

However, after a period of elation resulting from an appreciation of the vast potential of IT, the literature has begun to evaluate the problems and difficulties, and to look for constructive solutions.

In public libraries, technological developments did not benefit library users in a revolutionary way, as hoped (Batt, 1993). There are still service points without computers and libraries offering only partial service. In many libraries, computers have been benefiting primarily the library rather than being serviceable at the user level. Mason (1996) admitted that American libraries have not yet developed electronic service in the depth and breadth anticipated, and that at the large Cleveland Public Library remote searches accounted for only seven percent of the searches performed. In Israel, there are still libraries in which online catalogues are not accessible by library users, and with all the potential available, few Israelis can access their public library catalogues from their homes. Although in many libraries the public has access to CD-ROM indexes to Hebrew periodicals, most of the information still comes from printed resources.

The successful implementation of the technological options available requires additional considerations, as accurately suggested by Martin (1994), McClure (1995) and Batt (1993, 1997). Many writers discussed the financial implications of technology. Martin (1994) warned that budgets previously allocated for various traditional functions would have to be diverted to cover the costs of intensive user training and updating of staff members in the new electronic tools. Batt (1993, 1997) and McClure (1995) pointed out that national policies and adequate resourcing were essential in the integration of information technologies in public libraries. As Batt (1997) showed, apart from the installation of a network, creating the infrastructure and running the network demand additional capital, feasible only with national level investments.

Other authors highlighted various implications of technology on library functions. Young (1996) reflected on some of the uncertainties troubling librarians who attempted to manage and develop both print and digital collections, such as the impact of telecommunication laws, disagreements with publishers in regard to the protection of the copyright of digital works and concerns about future support for library facilities.
Expert systems. In some of the literature, expert systems were seen as the emerging technology that could improve the delivery of reference services in libraries. In their analysis of expert systems as information intermediaries, Drenth, Morris & Tseng (1991) showed that retrieval performance was constrained by the type of information retrieval system and by the searcher’s ability. Future online systems, it was predicted, would combine the best of human-computer interface design and expert systems, and would utilise new technology, such as voice recognition. Mason (1996b), on the contrary, argued that the expected new organisation of knowledge by advanced hypertext and expert systems were not radically different from the Dewey or LC classification schemes, although they looked different. She urged librarians to use existing classification schemes for all types of material, as to facilitate the use of all media in a complementary fashion.

Presently, expert systems seem far away from the standard public library, but as happened with CD-ROM, technological breakthroughs may quickly become prevalent. The implications of expert systems on the roles of librarians, and implicitly, on their continued competence, become evident.

The communication revolution has made possible the transfer of monumental amounts of information across long distances. The capacity, speed and affordability of the network have greatly increased, and hold great promise for further progress. Batt (1997) was correct when he observed that ‘the most significant changes ... occurring in public libraries all involve the increasing use of networking’ (p. 205). Current uses include management of community information databases, such as that already developed at Croydon Public Library in the UK, or the Freenet, in Cleveland, Ohio (Batt, 1997). Peter Van Brakel (1997) noted that every new development continued to affect the library work: discussion groups and commercial document delivery services had to be identified and evaluated for end users, library home pages had to be designed and maintained.

An important issue with regard to networking is the matter of the language used. Currently, English appears to be the predominant language of the Internet, and since sixty-six percent of World Wide Web users in Europe have a first language other than English, some fear that only the elite who know the language will have access to new information (Seymour, 1998). The problem is particularly acute in Israel, where approximately six million people use two non-European languages (Hebrew and Arabic) as their first language, and this raises important issues about the library’s role
in the provision of free access to the intellectual content of the network. Providing adequate gateways to relevant information and developing local databases might provide a temporary solution to this issue.

Collection Development and Management. In recent years, a large range of new products have been developed – courseware, electronic textbooks, as well as digital reference materials such as indexes and encyclopaedias -using the techniques of hypermedia and various interactive techniques. Libraries’ traditional role as suppliers of printed information is no longer adequate, as the latest information might be in electronic format that will never appear in printed form. The literature raised considerable concerns about the long-term stability of electronic media and the wisdom of conversions, as new formats become obsolete shortly after their appearance (Mason, 1996). Public libraries are faced with severe problems imposed by the wide diversity of new formats, among them the necessity for new budget models, the nature of the information provided, the changing scene of dealers and vendors and the management of the collections and services (Martin, 1994). All these require librarians to develop new competencies and adopt new methods of work.

A review of the literature reveals a shift in emphasis pertaining to collection development from ownership to access to information sources, including remote collections and information (Simpson, 1994; McCarthy, 1996). The concept of cooperative collection development and resource sharing is essential and takes on new meaning. Technology empowers libraries to offer quality information service, and even the smallest public library has the potential to provide access to a vast body of information, equal to the ability of a large library. This magnitude carries with it great challenges as well: the wealth of information and choices can be both confusing and overwhelming, and many users expect to get quick answers -- not bibliographic references but precise, relevant and reliable factual information.

OPAC issues. Some of the literature considered at length online catalogues and ways to improve them, as catalogues are the main tools used by the public to search for and retrieve information, often from outside the library. This is an interesting twist from the days when the catalogue was considered strictly a ‘librarian’s tool’. Ann O’Brien (1990, 1994) focused on two problem areas -- user searching behaviour and subject access -- and concluded that as users demanded customised bibliographic information, there was need for a catalogue different from the traditional manual one. Gregor & Mandel (1991) appropriately stated that in the new online environment, the
catalogue could show not only what the library had, but also what the library could obtain for the user, and suggested changing the traditional practices of cataloguing, taking advantage of the new information technologies. All these 'cataloguing' issues pose many new challenges to public librarians and require new skills in order to provide adequate solutions.

Electronic libraries. Close to two decades ago, Lancaster (1978) propounded the 'paperless society', based on the prediction that books will become obsolete, electronic materials will be widely accessible over individual workstations and no one will really need or desire to visit a library. More recently, Bierkert and Negroponte (quoted in Mason, 1996b) and Sherry Turkle (quoted in Young, 1996) suggested that the computer screen will replace the printed page, and envisaged the death of the book. Nevertheless, it has now become quite certain that those who have prophesised the demise of the institutionalised library such as Robinson (1992), Giuliano (quoted in Birdsall, 1994) and Stonier (quoted in Aslib Review, 1995) were wrong. Two Comedia publications, (Comedia, 1993; Greenhalgh et al., 1995) and the more recent Benton Foundation report (1996) have presented strong evidence that the public library fulfilled a broad range of functions as a focus for community life, winning the support of the community. The library was perceived as an important 'physical place' where community residents could meet and exchange views, particularly at a time when tele-working has become a possible option. Birdsall (1994) was right when he stated that a successful library must combine the characteristics of both the electronic library and the institutional library, being at the same time a place valued and influenced by the community and a supplier of network access for individuals. Batt (1997) emphasised the value of 'virtual public library services', rather than expecting 'the physical presence to be replaced by a building in cyberspace' (p. 206).

Managing technology. The literature discusses also the managerial issues brought forth by new technologies: as technical infrastructures have the tendency to change frequently, librarians have to be constantly aware of opportunities for innovative information services in order to ensure that the library's requirements would be taken into account (Malinconico, 1992; Batt, 1993). Librarians have to influence decisions made by computer specialists and budget directors, and this requires both a thorough understanding of the capabilities and limitations of technologies, as well as considerable negotiation skills (Martin, 1994). Young (1996) reiterated that the new electronic services required different approaches to library
functions and to the policies of the library, and warned against the application of 'traditional approaches to more elusive digital media' (p. 118). In the 'postmodern' society, he argued, librarianship was a totally changed profession.

2.3 Social Changes

Many social trends have some bearing on the shape of information services, as these are created in response to society's needs and requirements; thus, social trends may engender job changes for the library and information professional.

Demographic changes. The age structure has changed markedly. There has been an unprecedented rise in the number of older persons, with a dramatic increase in the proportion of the 'old old', namely those aged 75 and over. In Israel, projections up to 2005 indicate that the population of those aged over 65 will increase by at least 39 percent (CBS, 1992). This demographic trend has far-reaching implications for public libraries, and as Aslib (1995, p. 49) has already noted, older people are not a homogeneous group: while the older pensioners may have special demands from the library, such as large print or talking books, the cohort of the 'young elderly' (aged 65-75) may well seek work and be interested in acquiring new skills. In Israel, as larger numbers of educated people (many of them men) reach retirement age, they become avid consumers of library services, often looking for non-fiction material, periodical literature and cultural programmes, as opposed to the more 'traditional' female population who is frequenting the library mainly to borrow fiction.

The family structure has changed too, with many one-parent families or single person households (Holt, 1993; Aslib, 1995). In Israel, in 1993, 10 percent of the households with children under 17 were single-parent families (CBS, 1995); by 1994, their number has increased to 11.8% (CBS, 1999). Public libraries have developed 'homework clubs' and various enrichment programmes for children whose families often have many other demands on their time.

Sensitive to social and demographic shifts, the public library has adapted its services and opening times to accommodate the new needs of the traditional and new clienteles.

Another development apparent in the Western world is the process of suburbanisation, which offers home ownership to families (generally the more affluent
ones) who have relocated to suburban and rural areas in the vicinity of towns. In Israel, the short distances and improved mobility of people, due to better roads and widespread car ownership, have facilitated this tendency. In 1996 the internal migration to the three largest cities showed a negative balance of ca. 20 percent, while towns with population under 10,000 had a positive migration balance of 37 percent (CBS, 1999). Internal migrations have implications for both urban and suburban libraries, affecting the provision of adequate library services and collections as a salient factor in ensuring a high quality of life. Williams (1992) who studied US rural libraries was correct in pointing out that the newcomers bring along more education as well as more sophisticated information needs which were met by larger libraries, and demand the same level of service from smaller library units.

Equality of rights. The emphasis upon the rights of the individual has caused various marginalised groups in society to demand allocations proportionate to their numbers. Special attention is required to the needs of the minorities, particularly the disadvantaged ethnic ones, the ill and the disabled, those institutionalised and special interest groups (such as women or the gay). Some of these groups encounter special problems (such as language and culture-related barriers in the case of the ethnic minorities, or transportation and communication problems for the old or the disabled) and need special delivery systems in order to ensure access to information and recreational materials. Special groups also generate a great deal of specialised information, which needs to be identified, organised, and used.

Multicultural Environment. During the past twenty years the Western world has experienced massive waves of immigration from other countries and different cultural groups. Consequently, in Europe many more people are coming in contact with ‘foreigners’ and show interest in foreign countries. The creation of a mobile workforce, with trans-European family ties and friendships is expected to enhance cultural integration and interest. Moreover, people will have to become proficient in other languages and gain knowledge of other cultures and social mores, in order to form successful relationships (Davies, 1990; Sever, 1992).

The public library has always been one of the few public places where the majority and minority cultural products met on equal, or neutral grounds (Comedia, 1993), and it continues to be responsive to the demographic changes occurring. More attention and a larger space have been devoted to minority-language collections, incorporating at times non-traditional formats, and public libraries have begun to
initiate new services appropriate to the new clientele (To, 1995; Roach & Morrison, 1998).

Multiculturalism is one of the most striking features of Israel, as the country is a true mosaic of people, cultures, languages and religions. The Israeli ‘Law of Return’ allows any Jew around the world to become an Israeli citizen upon settlement in Israel, and thus the country continually absorbs waves of Jewish immigrants from diverse cultural and technological backgrounds. Many new immigrants, as well as some old ones, are not fluent in Hebrew; some originate from highly literate environments, such as the former Soviet Union, and flock to the library immediately upon their arrival, looking for information and reading material (Kuzmin, 1995); others are totally unaware of library services.

During the past decade, foreign workers from all over the world have become a sizeable segment of the workforce, especially in the large cities. Their language and social and cultural special requirements brought forth the initiation of a municipal information centre in Tel Aviv, staffed by various professionals, including librarians.

Dealing with a multicultural society requires new competencies from practising librarians, and constant updating, according to the developments in society.

**Education.** Significant changes have occurred in the field of education, especially regarding the methods of teaching and learning and the methods and level of funding. Harries (1995) remarked that the educational process is rapidly moving outside the boundaries of educational institutions, and the distinction between on-campus students and distant learners is being eroded. Emphases on information technology and on learning through project work have far-reaching effects on the skills and attitudes of school leavers, who will be the future information users. The project method expects students to be independent learners, able to locate the information needed without relying only on specially prepared materials. This method reflects the shift from the ‘teaching’ philosophy to the ‘situated learning’ approach, in which the learner makes sense of new knowledge by experiencing the world. With the new advances in networking, learners can enjoy the use of local and global resources. Libraries have begun to develop and deliver appropriate user support strategies, thus becoming active participants in the new developments (Levy, Fowell & Worsfold, 1996). Of course, librarians themselves have to be proficient in the new learning and navigating skills in order to impart them to others (Davies, 1997).
Education is increasingly viewed as a lifelong process, and lately, a proliferation of courses offered for the adults has been noted. Greenhalgh et al. (1995) and Batt (1997), from a UK perspective, elaborated on the critical role of the public library as a key mediator and facilitator of high quality open learning, and it seems that this trend will continue in Israel as well. The emergence of foreign university branches, mostly lacking suitable library facilities, have led additional Israeli students to use public library resources for their studies. Greenhalgh et al (1995) have persuasively argued that the open learning mode depended on the skills of the librarian rather than the skills of the teacher, as students needed direction not only to information, but also to knowledge (p. 105). However, it appears that the new demands necessitate new services from the library and new librarian skills.

**Leisure.** Although it seems that reading is declining as a hobby (Sear, 1992; Adoni, 1992), there are still avid readers and the readership of magazines and newspapers is remarkably high. In Israel, according to 1991 statistics, 63 percent of high-school students read daily newspapers. The figures for the general population were lower. Eighty-seven percent of the student population favoured electronic media for recreation - music compact disks, movies on video, and television (CBS, 1993). In Israel there are now many private libraries lending videocassettes and music compact disks for a fee.

New media that hold the attention, especially of the young, are computer games and the Internet cyberspace. In 1991, fifty-three percent of the Israeli high school students had PCs at home, a third of them using them for games. (CBS, 1993). Mass media (radio, TV and cable TV, which began operating in Israel in the early 1990s) are significant channels in the transfer of information, both to specialised groups and to the general public.

A central concept of public libraries is the commitment to provide the public with all the relevant formats and resources. Sever (1995) has attempted to explain the decline of reading in Israel since the mid-1980s by the preference of individuals to view videocassettes. This may also explain the decline of public library use during the same period, as public libraries failed to include videocassettes in their collections. However, since 1990, a number of public libraries have moved beyond books and printed material and have begun to offer videocassettes and music CDs to the public, and some have even developed new programmes using these media. However, in most libraries the non-print collections are still unsubstantial and largely inadequate, and no
meaningful activities are carried out. The 1999 *Long-Term Plan for Public Libraries in Israel* (Council, 1999) has recommended the adoption of the British standards for music and videocassettes and the initiation of a more vigorous programme of media integration. Should the funding for this programme be located, there will be need for media librarians to manage the new services of public libraries.

**Publishing.** Traditional publishing continues, with many large publishers adding electronic products to their catalogues. Far from replacing the recreational book, more and more works, particularly reference sources, are being published every year on CD-ROM (Goodman, 1993). Multimedia resources have multiplied, the number of electronic journals is steadily growing and it seems that textbooks will be greatly transformed, too. Looking at the next decade, Mark Bide and his associates forecast that e-books will continue to proliferate and will contain elements that go beyond ‘read only’ features, including ‘dazzling multimedia’ and interactive capabilities (Bide, Look & Shatzkin, 2000).

Relationships with vendors are also changing, as book and serial vendors have become also database, electronic and document delivery providers (Martin 1994; Bide et al., 2000). For many online services there is no purchase involved but rather a lease agreement, which usually entails various restrictions. This kind of approach is very different from that used in traditional methods of acquisitions of library materials, and creates a more complex situation. Print-on-demand technologies will also require special knowledge and proficiencies (Bide et al., 2000).

Electronic publishing strengthens the sharing of resources and stimulates usage, but has entailed many legal problems, including legislation on information privacy, censorship and copyright enforcement issues. As the media of communication become more varied, the library and librarians are called to review their roles, include the new media in the library and offer new services related to the new collections.

### 2.4 Political Changes

The political developments affecting public libraries and professional librarians are related to public funding, on the one hand, and to legal issues concerning information and library use, such as the copyright enforcement versus the concept of free access, on the other.
Contraction of public funding. The availability of public resources for the library and information sector constitutes an important political factor, which has lasting influences on the development of information services. A 1994 LISU survey (quoted in Aslib, 1995, p. 75) indicated that in the UK spending on books and materials for children had been cut by almost a fifth. In Israel, the contraction of governmental funding has increased the public library's dependence on local government and on local, changing circumstances (Council, 1999). At the same time, it compelled libraries to secure alternative sources of revenues such as fees, donations and grants (Comptroller, 1991; CBS, 1995b). Librarians, therefore, have to take increasing account of the political environment in which they function and have to be skilful advocates of the principles of public library and information services (Usherwood, 1996), 'adroit at negotiating in the political arena while simultaneously maintaining their professional integrity and impartiality' (Kinnell, 1991, p. 64).

Copyright issues. The existing library rules for copyright, authors' royalties, lending and copying rights cannot readily be applied to the new media, particularly to digital information. The new information technology is creating issues that require new approaches in order to cope with the changed circumstances. As Harlan Cleveland (1982) observed more than a decade ago, 'how should we adapt the concept of property in facts and ideas when the widespread violation of copyrights and the shortened life of patent rights have become the unenforceable Prohibition of our time? Aren't we going to have to invent different ways to reward intellectual labour that are compatible with a resource that is both diffusive and shareable?' (p. 38). Electronic publications are easier to copy than printed works, and often it is difficult to distinguish between 'lending' and 'handing out a copy' of downloaded material. Cable services, computerised information and the new practice of leasing CD-ROMs or network information instead of selling the contents, all point to new methods of achieving a balance between the interests of the authors and producers, on one hand, and the public at large, on the other. Aslib (1995) and Okerson (1996) have elaborated on electronic licenses and other mechanisms necessary to allow effective use of electronic publications. It appears that technology, besides raising the problems, can also provide some of the solutions.

Librarians have traditionally promoted the wide dissemination of information and have opposed any attempts to limit the availability of resources. In the new multimedia reality, they have to be aware both of the new legislation concerning the
new media and of the new mechanisms of enforcement of copyright and license agreements. Buschman (1995), in his revisionist paper, argued that the enforcement of electronic copyright might abuse the right for privacy. '...using reader identification and metering devices that will keep track of what a user reads or prints [with the result] that there will be detailed records of what, where, and when people read specific things...' (p. 212).

In Israel, the past years have witnessed judicial battles among public libraries and music CD producers over the legality of lending CDs without paying royalties. Although public libraries have won the first round, the case continues to be under review, and the library community continues to be involved in matters which not long ago seemed unrelated to the public library scene.

**Freedom of Information Act.** Legislation concerning open access to central and municipal government agencies (and to any public agency under review of the State Comptroller) was enacted in Israel in 1998 (Israel Yearbook, 1999). Although not yet fully implemented, the law will most certainly stimulate demands for this new type of information and librarians will have to provide assistance and take stands in issues such as personal privacy, protection of individual rights and censorship of certain materials.

### 2.5 Economic and Management Changes

Throughout the Western world, the economic climate of the nineties has been markedly different from that of fifteen or twenty years ago and the changes have had important repercussions for public libraries and librarians. At the same time, new management principles and practices emerged, some passing fads, other of more permanence.

**Economic regeneration.** One of the main characteristics of the new economy is its globalisation. The crumbling of the communist block, the newly extended European Union and the ongoing peace process in the Middle East, have all opened new economic opportunities, as new markets, new areas of investment and new partners became accessible. In a thriving economy, a variety of information services would be needed by people who plan to work elsewhere, or to export merchandise according to the standards of another country, or those who plan to invest in a foreign
currency. There will thus be ‘an ever growing need to retrieve, analyse, digest and disseminate information about standards, markets, products, services, companies...institutions, societies and laws’ (Davies, 1990, p. 328).

**Employment trends.** In many countries, unemployment and growing numbers of immigrants require information services to support redeployment and retraining of workers. In Israel, for example, the great wave of immigration from the former Soviet Union posed the problem of the unemployable skilled workers, who had to be retrained according to the needs of the local market (CBS, 1999). Centralised, reliable information regarding trends, forecasts and opportunities is necessary for their successful absorption in the new country. Public libraries are required not only to offer information services for economic development, but also to interpret the data and to provide instruction in the use of information sources to members of the community who lack library skills.

Greenhalgh et al. (1995), in the UK, quoted Handy who has predicted a trend towards teleworking and home working. These people might have access to other resources, but may regard the library as a consulting expert on information and as a meeting centre with other similar workers.

**Price of information.** Expanding information services and providing a variety of electronic resources pose difficult questions: how they will be paid for, and by whom. The high costs of CD-ROMs and of licenses to access materials located elsewhere have forced some libraries to recover costs by charging fees for certain kinds of ‘non-traditional’ library services, such as database searches or document delivery (Council, 1999). Thus, libraries have begun to think in business terms about their social role. Usherwood (1996), a stout supporter of the public service, quoted Govan: ‘[the] emphasis on economics over public service is attaining a certain vogue among librarians and receiving serious attention... Costs, of course have always been a basic concern but only as a means to providing services, sharing information, and stimulating learning’ (p. 119). In other words, the librarian’s challenge was to balance the budget without losing sight of the basic goals and principles of public library service. The new ‘services for a fee’ policy raises many financial and ethical issues with regard to the relationship between value and price. Various studies have shown that the imposition of fees affects mostly the underprivileged, preventing them from accessing information (Comedia, 1993; Aslib, 1995). When the Jerusalem Public Library began charging a small fee from library members, the number of readers in a
disadvantaged neighbourhood branch declined sharply, from 11,000 to 1,423 (Comptroller, 1991). Charging fees questions the principle of equality of access to information in a democratic society (Usherwood, 1996). The library’s philosophy of service as well as the level of financial support available will decide which course will be adopted. All these issues -- both financial and ethical -- impinge on the continuing professional development of librarians in public libraries. At a time when the core values of library and information services are being challenged, librarians have to understand the difference between the public service ethos and the private sector thinking. Every librarian, not only library directors, must develop a strong commitment to the public good in order to preserve and advance the tenets of public library and information services.

**Customer orientation.** Modern theories of management emphasise the central role of the customer, or the client. Individuals have become aware of their right to optimal public services, and expect to receive the maximum in return for their taxes. The constant focus on library users was termed by Eisenberg and his associates (1990) a ‘megatrend’, as it permeated the entire library management literature, whether the topic was collections, staff, budget or facilities. This is a definite shift from the earlier preoccupation with resources. Eisenberg et al. (1990) found three trends pertaining to users’ needs:

a. libraries were increasingly concerned with reaching out to new user groups;
b. libraries implemented programmes to promote literacy using a variety of strategies according to the needs of different user groups; and
c. libraries focused on the promotion of information literacy, so that users will be able ‘to recognise when information is needed and have the ability to locate, evaluate, and use effectively the needed information’ (p. 29).

In the UK, while in the 1980s library performance was gauged by a quantitative approach using statistical measures, in the 1990s, prompted by the customer-centred Citizen’s Charter, library directors took a broader view and added qualitative measures such as customer feedback in order to evaluate a library. Libraries have begun to emphasise their concern for user satisfaction by adopting marketing methods such as user analyses, surveys and focus groups (Campbell 1994; Kinnell, 1991, 1998). Malinconico (1992) reasoned that as libraries were becoming less central as a physical place, they had to promote their services more aggressively. The emphasis on customer service lead quite naturally to a reappraisal of the role of the library, and
librarians started listening more carefully to the needs and wants of their clientele (Aslib, 1995; Benton, 1996). Sometimes the aspirations of librarians conflicted with the more traditional expectations of the clientele. Milner, Kinnell & Usherwood (1997) have discovered that the three most essential features of a library service (as identified by library users) were courtesy to users, willingness to help users and the availability of a good book collection. Consequently, the study showed that staff needed training in communication and interpersonal skills, rather than in technological topics.

**Quality service.** Japanese quality assurance methods have long focused on discovering and meeting customer expectations and designing procedures which prevented mistakes rather than correcting them afterwards (Boelke, 1995). During the 1980s government services in the US and other Western countries showed interest in adapting these private sector techniques to public services. Lately, the challenge of raising the quality of library services has become one of the most serious and talked about issues in the profession (Milner et al., 1997). Among the key features of quality management one finds a focus on employee training, the use of problem solving teams the application of statistical methods and long-range planning. (Boelke, 1995; Milner et al., 1997). A key component in this approach is training, required at each stage of implementing the system, and for all levels of staff.

Large numbers of libraries have recently begun to implement the quality management approach. Library quality improvement efforts have concentrated mainly on practical applications such as benchmarking, customer awareness, standard setting and monitoring performance (IFLA, 1998). In Israel several non-profit organisations have applied for ISO-9000 standards, but no library has so far adopted the system. Its popularity is great, nevertheless, particularly due to training sessions at conferences and management workshops.

**Accountability.** Economic constraints and scarcity of resources have brought more attention to costs, cost recovery and revenue earning (Holt, 1993). This is also consistent with new user-centred public administration policies, such as the Citizens’ Charter initiatives implemented in the UK since 1991 and adapted to the Israeli public service as a governmental initiative in 1996 (Wittenberg & Tuvya, 1996). As local governments are under constant pressure to provide higher quality services at lower costs, policymakers ask public institutions to reduce their spending, ‘to do more for less’ and, if possible, also to charge for it (Kinnell, 1991). Libraries, as it is the case
with other local agencies, have to demonstrate effectiveness and efficiency, and must apply the tests of the market place (Usherwood, 1996). They are expected to consolidate and close inefficient operating units, to cut operating costs by sharing resources, and to use tools of cost accounting in order to present to policymakers a complete financial picture of library operations. A rather new UK Government approach (since 1998) requires all public library authorities in England to submit Annual Library Plans. These are then assessed to ensure that proper planning, targeting and efficient delivery of services take place (DCMS, 2000). In May 2000, aiming at setting criteria against which the Annual Library Plans would be evaluated, the Department of Culture, Media and Sports produced draft public library standards (DCMS, 2000b). A similar initiative has been taken in Israel as well, and Official Standards for Public Libraries are expected to be released later this year.

All these impose many new demands on library directors and other senior employees of public libraries.

**Entrepreneurialism.** Kinnell (1998) defined entrepreneurialism as the active engagement with clients, while managing the entire resources of the organisation to ensure that all opportunities are seized (p. 11). As the level of funding continues to be a major force in determining the nature and the scale of library activities, public library administrators have appropriated many of the entrepreneurial and marketing skills characteristic of private businesses in order to recover, partly at least, the cost of services. In the new environment, public library directors need to be managers of information services, rather than just managers of information, as rightly observed by Kinnell (1998). This requires greater management skills, including the ability to locate new avenues for funding and to build alliances with other institutions (Summers, 1990; Young, 1994; Aslib, 1995).

The same approach is seen in Israel, where libraries have begun considering various means to generate income, using a tough commercial approach. For example, several libraries have established ‘partnerships’ with local branches of foreign universities in order to generate the required additional funds. Others have begun to sell sophisticated information services and various ‘new’ leisure services.

**Organisational changes.** While a number of management approaches have greatly affected the public library world, others were less noticeable. This was particularly true in the case of Israel, where most public libraries are small organisations employing less than twenty librarians. When there is severe
understaffing there cannot be real downsizing (although staff cutbacks did occur); in very small libraries the management structure was flat even before the flatter management structures became the fashionable norm, and the few staff members worked together with no discernible hierarchy.

Campbell (1994) suggested that in ‘times of transition’, libraries should adopt an organisational structure which was less rigid and inflexible. He proposed the whole-staff teamwork approach as a ‘gentle means of initiating organisational change, while, at the same time, achieving higher productivity, better quality and greater staff morale’ (p. 454). Jordan (1995) considered team staffing structures an indication of the implementation of job enrichment strategies intended to give staff a higher proportion of challenging work. Milner et al. (1997) revealed that in a majority of cases studied the cross-functional teams were restricted to the professional staff only, thus minimising the expected positive results.

Jordan (1995) has rightly observed that when the team approach goes badly, it can lead to job impoverishment rather than enrichment. Developing a team environment instead of the familiar authoritarian lines requires adequate education and training of library administration and staff. Librarians must understand the dynamics of group processes and the ways bureaucracy functions — how power is conferred, how decision-making works, what are the processes of approval and authorisation, and also, how to share power. Teamwork, as well as work with committees, involves written and oral reports and extensive negotiations. Librarians need articulate communication skills in order to present to non-librarians the service goals of the library and its unique contribution.

**Multiskilling.** Related but not similar to job enrichment is the acquisition of additional task related skills and knowledge to enable an individual to perform a wider range of tasks and functions. Multiskilling has been used not only to provide increased job satisfaction, but also to improve efficiency. A multiskilled workforce is more flexible and consequently the whole organisation becomes more flexible and more adaptable to change.

In Israel, public librarians boast multiple skills that enable a reduced staff to provide a wide range of services. However, the expertise level is not always high, and librarians should develop certain skills in a systematic way, during structured programmes of continuing education or through collaboration with staff from other libraries.
Outsourcing. Lately, governments have been encouraging the contracting of services from commercial firms by instituting competitive tendering (cf. Usherwood, 1996). The purchase of commercial services is not new, and as early as 1967 Library Trends carried an article that debated the advantages and disadvantages of the practice. While authorities hoped primarily to reduce costs and increase productivity, librarians feared that outsourcing, as a first step in the privatisation of library services, would cause loss of control over library processes, lower staff morale, possible layoffs of professionals and dependence on vendors (Wilson, 1997). As Usherwood pointed out, ‘too often, simple cost cutting results in a poorer service rather than any genuine increase in productivity’ (p. 140). This was amply evidenced in the Hawaiian outsourcing experience, which embodied many of the worst fears of librarians (Christensen, 1997). In Israel, the Israel Centre for Libraries, a non-profit professional library organisation has recently lost the management of the co-operative acquisition of library materials to a commercial firm. Library directors suddenly realised that they have to be much more involved in the selection and acquisition processes, to ensure the continuation of quality service to users.

Karen Wilson (1997) delineated the necessary steps librarians should take in order to ensure the success of a library technical services outsourcing programme. She warned that ‘staff may need between one to two years of time for strategic thinking and planning...launching an outsourcing program can be a full-time job for certain individuals’ (p. 1). Among the responsibilities of librarians in relation to outsourcing she included process and cost analyses, designing outsourcing services, selecting vendors and completing the Request for Information (RFI) and Request for Proposal (RFP) phases, negotiating costs and reviewing contracts, profiling and evaluating vendor services and assessing costs and savings of the outsourcing programme. This formidable list demands librarians to deal with matters alien to traditional library and information services, for which they are likely to be unprepared. Wilson has correctly included in her article many references to resources designed to provide basic instruction (and encouragement) to librarians designated to undertake responsibilities in the implementation of the programme.

Convergence of Functions. The position of public libraries within the overall structure in individual authorities determines to a large extent the scale and quality of library services delivered to the public. In Israel, the great majority of libraries are autonomous departments within the Division of Education or Culture. During the past
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In the past decade, a growing number of public libraries have converged with community culture and sports centres or with the welfare services. While the community centre charges full fees for its leisure and culture activities, which are perceived as 'enrichment' activities, the library aims at providing the informational, cultural and educational needs of all citizens, free of charge. Sever (1995) conceded that cultural centres in Israel were probably better managed than libraries, attracting more political support, as well as donations, although they 'contributed little to the cultural integration of the population' (p.6). Usherwood (1996) summarised the advantages and disadvantages of 'mega directorates' (p. 31). Among the advantages he cited larger budgets which could provide for the employment of specialists, greater political attraction for elected members, added opportunities for staff members to acquire interdisciplinary and transferable skills and higher managerial opportunities for library directors. The contrasting view upheld that in larger directorates, library services and library officers might be downgraded, with decisions affecting library services being made by non-professional chief officers. Others feared that library service budgets and revenues might be diverted to support weaker services rather than used to strengthen or diversify library services.

A related development, in Israel, is the local authorities' plan to integrate public and school libraries in an effort to maximise the community resources. Library directors should undertake serious training in the principles of school librarianship in order to realise that school libraries are not miniature public libraries but have a different purpose and role. Otherwise, as has already happened in several cities, the convergence could be detrimental to at least one group of users (Ratzabi, 1999).

Financial knowledge. Campbell (1994) pointed out that library administrators are required to master extensive financial knowledge as libraries are faced with many competing needs. The costs of new technology compete with existing obligations, and a reallocation of funds is required.

External services and co-operative agreements also claim a large part of the library budget and require a deeper understanding of the economic forces, of the political process of allocations and of alternative sources of revenues. Martin (1994) elaborated on the various strategies libraries can use in response to the changing environment, when their budgets are shrinking and when there are more demands on funds.
Summary. The forces of change in the environment have affected the nature of library work, as it has been proposed in the model presented at the beginning of the chapter. As a result, the roles of librarians have been redefined, as suggested by Fossum & Arvey (1990) in a different context.

2.6 The Changing Roles of the Public Librarian

Information workers still continue to be committed to 'help users gain maximum benefits from the collections and services and cope with the effects of the information explosion' (UNESCO, 1994), but their traditional role has undergone extensive modifications. In many countries, the most traditional activity of public libraries - lending fictional material -- appears to be declining, with signs of increased library use for more purposive education and information ends (Roberts & Konn, 1991; Sear, 1992). This development, along with the recent developments in information technology, has greatly affected librarians' perceived roles.

The literature abounds with descriptions of 'tomorrow's librarian' (Billings, 1995), his expected roles, abilities, and also titles. Various terms were used to indicate the information intermediary role. Sheila Corrall (1995) listed twelve titles for information professionals, none of them simply librarian and excluding the frequently used information specialist or scientist. Among the more unusual titles Corrall included corporate intelligence professional, information architect, access engineer, information catalyst and of course, the now ubiquitous cybrarian, coined by Michel Bauwens (1994) to describe librarians functioning in a (mostly) virtual library. Other titles attributed to the 'new' librarians were information or knowledge navigators (Young, 1994; Greenhalgh et al., 1995; Benton, 1996), who 'aid users to tap more effectively the resources of the Internet and other digitised collections' (Benton, 1996, p. 4), and information managers, who 'process, select, organise, and preserve valuable sources from the network, and house the system' (Irving, 1989, p. 5). The terms seem to denote largely the wishful thinking or megalomaniac inclinations of frustrated librarians, many of them employed in the special library milieu, and one wonders whether any user might understand that the person referred to was a librarian (or any information specialist). In this study, the term used is librarian, as most public library users still refer in this manner to library staff or information professional, a term
widely used in various contexts. Undoubtedly, the roles of librarians have changed and whatever the name, they should be viewed in a new enlarged sense.

Sophisticated search engines, self-sufficiency of many end-users and the rich resources available on the Web asked for a new type of information professionals. Today’s public librarians are expected to be technologically adept, far beyond the superficial capabilities of operating CD-ROM interfaces and the library OPAC. They have to search, retrieve and evaluate information from many different sources, print and electronic, local and remote ones. In addition, they should be able to evaluate IT systems and develop IT-based services as deemed appropriate for public library users. Davies (1997) listed nine types of support that learners could reasonable expect from librarians, from the ‘simple’ delivery of information, direction, examples up to assessment of learning outcomes (p. 207). Van Brakel (1997) was satisfied with five ‘traditional’ functions: information retrieval, intermediation, supporting computerised information handling processes, knowledge of the social context (that is, an understanding of the organisational environment that affects information production) and domain knowledge, namely studying the content of the information stored in different formats (p. 241).

In practice, not all librarians are trained to deliver these complex services. The results of FID’s Survey of the Modern Information Professional (FID, 1997) showed that 21 percent of the respondents indicated as their primary role ‘identifying user needs’, eleven percent only wrote ‘development of products or services’ and a mere seven percent recorded ‘targeting information to specific audiences’. The survey was conducted among special librarians, who have been traditionally more technology-oriented than public librarians. In a growing number of public libraries, librarians participate in the development of local databases and information gateways, create homepages and, as Kajberg (1997) observed, they are also expected to be knowledgeable in the basic processes of electronic publishing. All these formidable skills are forever changing.

Other authors such as Richard Lanham (1993) went even further and stressed that in the new digital environment librarians should ‘repackage’ information to fit specific uses. Harold Billings (1995) used more traditional terminology when he described the roles of ‘tomorrow’ librarian as selector of ‘the right information and the right amount of information’, interpreter, evaluator and guide (p. 36). According to Lanham and Billings, librarians seemed to be transformed from information providers to
information consultants who interpret the information and develop customised services. This is certainly admirable, although in most of Israel’s libraries this has not yet been achieved and public librarians are striving very hard to raise the profession’s image. But in the US, it appears that public librarians have come to be recognised as authorities on Internet and web work:

'They speak and write about the net, do workshops and are responsible for maintaining websites and updating home pages, all this with a feeling of continuity: 'we are doing what librarians do: identify, evaluate, organise and provide access to worlds of quality resources to respond to information needs' (St. Lifer, 1996, p. 28).

The vast opportunities for co-operation between public libraries as a result of the development of information networks call for even newer library skills and qualifications: connectivity, work sharing, sharing resources and services (Kajberg, 1997, Batt, 1997). The new role of developing and maintaining co-operative networks is predicted to gain prominence in the future (Kajberg, 1997).

In contrast, growing concern has been also aptly expressed at the over-emphasis on technological matters. Margaret Stieg (1992) warned against the concept of the information professional who works with systems rather than performing direct personal services for individuals, and asserted her belief that as the technology becomes more pervasive, the service commitment would continue. In the UK, Aslib (1995) expounded that librarians communicated information and ideas with 'a social purpose as interpreter, analyst, counsellor and keeper of the gateway to information networks' (p. 244). Charles Landry (1993) was in agreement with this view when he rightly referred to the need to emphasise advice and customer care over pure technology and information. An important new role of public librarians was to instruct the public in the use of retrieval systems and information gateways and in the filtering of the vast information sources available. Twenty-seven percent of the librarians surveyed in the FID survey (FID, 1997) regarded the education and training function as the most important responsibility. Brendan Rapple (1998) argued quite convincingly that librarians should undergo a more systematic and thorough pedagogical preparation, in order to be able to fulfil their manifold instructional roles.

Evan St. Lifer (1996) was correct when he concluded that librarians should exploit the new technology to boost their place in the community and give a new focus to community outreach. Summers (1990) urged librarians to keep protecting the
CHAPTER 2

THE PUBLIC LIBRARY'S ENVIRONMENT

basic professional tenets that should not change with the new media: high standards of personal service, individual expression and the right of individual exploration. He called upon public librarians to make sure that all ideas are represented, in any format, and to ensure freedom of access and equal access to all media, under all circumstances and for all. The client groups might range from the public at large, to students, to the marginalised groups who constitute the new information-poor, often non-frequent library users who might lack the information skills and the technological sophistication of the young-educated-more affluent ones. The Benton report (1996) stressed that 'in this confusing information age, consumers will need more, not less, assistance to understand what it is they don’t know and what they need to know' (p. 5).

Larry Faulkner (1997) urged library educators to focus on new ways to evaluate and organise the vast masses of data, taking into account human behaviour in relation to information. He reiterated Benton's (1996) view that public librarians must ascertain community information needs and reach out to under-served populations and users with special information needs. Peter Young (1994) highlighted the role of librarians as guardians of the public-good interests in an age of network technologies, when traditional notions of intellectual property ownership are no longer valid. If libraries are to continue offering equitable and free public access services, librarians must be involved in policy discussions about 'virtual copyrights' in order to balance commercial interests.

Providing quality assurance to users was emphasised by Jo Haythornthwaite (1995) who considered this skill to be 'second nature' to librarians. In the same vein, Day and Law (both quoted by Haythornthwaite, 1995) and Schement (1996) talked about librarians' role as 'quality filters', able to guide end-users to quality material and away from rubbish.

'Community profiling' is not a new function of public librarians, as they have ascertained community information needs for the past fifty years. However, nowadays they are expected to reach out to under-served populations and populations with special information needs and develop programmes appropriate to each targeted group.

The new roles of librarians cover also the provision of specialised information services through community networks. Shifra Baruchson-Arbib (1997) has forged a new type of community librarian, namely 'the social information scientist'. She advocated the setting up of a 'self-help section' in public libraries to include
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theoretical and practical information, as well as literary material in all the media, for support and encouragement in times of personal crises. Baruchson-Arbib held that most people need information concerning social and health issues relevant to their daily lives (for example, family and marital problems, illnesses, self-awareness or the search for a more meaningful life), and the development of such a section could turn the library into a centre for social information. The ‘New Librarian’, according to Baruchson-Arbib, should be a trained librarian, proficient in the psychological and sociological aspects of information and literature, able not only to recommend relevant materials but also to identify the need for further professional help.

As illiteracy impinges upon the economic, social, technological and cultural well being of large segments of the population, more and more librarians get involved in literacy programmes using print and non-print resources. The ‘traditional’ function has been lately expanded to include ‘network literacy’, as discussed by McClure (quoted by Kajberg, 1997). The Aslib (1995) Review of the Public Library Service insisted that librarians had ‘an evangelical role as enthusers of reading’ in an age where various media compete with reading.

Library literature abounds with stories about the ‘latchkey’ children whose parents regard the library as a safe babysitter, with the added value of education and culture. Librarians have addressed this social issue by making various adjustments. In Israel, public librarians are increasingly required to provide school-related reference services and bibliographic instruction in the afternoons, when school libraries are closed. In quite a few disadvantaged communities there are staff members whose main duties are to assist students in the preparation of their homework assignments. These librarians are often, but not always, trained teachers. Summers (1990) urged librarians to co-operate with the school system to solve critical community problems and to ally with other civic groups in fighting the social ills afflicting society. In Israeli public libraries matters such as co-operation with teachers and school librarians and acquiring an understanding of new educational methods are of great concern to the public library staff (Dotan & Getz, 1997).

The Benton (1996) report argued that librarians should be more aggressive and advocate the cause of public library and information services for the benefit of the entire community.

Summary. The new nature of library work and the manifold environmental developments have definitely expanded librarians’ roles in public libraries. Another
factor of great importance relates to the changes occurring in the profession itself. New professional issues and concerns affect basic library education, setting new standards and inculcating new methods of work. Every new cadre of emerging professionals brings into the library some of the new trends and influences the more experienced practitioners by raising their awareness and stimulating them to pursue updating activities.

2.7 The Making of A Librarian: Library and Information Basic Education

Librarians who have graduated during the past decade have acquired a different repertoire of knowledge, skills and attitudes than that of the older librarians. The current LIS programmes are radically changed from the earlier more homogeneous curricula. The traditional mission of ‘library schools’ was to educate librarians for jobs in libraries, with the understanding that the provision of service was central in their work. Nowadays, a broadened vision of library and information education encompasses a wide range of subjects pertaining to information management and provision of information services, as novice information professionals are frequently employed as managers of information and records in non-library organisations. In addition to the traditional roles, library and information education must address the needs of the new entrepreneurial information society with its commitment to the needs of the ‘client’, the belief in risk-taking, experimentation, and entrepreneurship (Turner, 1986). Malinconico (1992) envisioned a new kind of librarian, who knew the right questions, was engaged in a continuous learning process, had the capacity to solve problems, was ready to take risks and was an active information handler. Kinnell (1998) added support to this view as she, too, regarded management as the fundamental activity of librarians.

Until the 1960s, there seemed to be a consensus among library educators in the US about the basic topics of library and information services. The seven ‘core’ subjects recommended were book selection, cataloguing and classification, reference work, administration, the history of books and libraries, research methods and the library in society (Marco, 1994, p. 178). At the same time, public libraries began emphasising outreach programmes, community and user surveys and group programming, topics that entered the ‘new’ library curriculum. Technological
developments, particularly the advent of the computer, brought another element to the already crowded programmes. Freeman (1993) has rightly observed that the continuing pressure to introduce new ‘important’ subjects (such as communication, interpersonal skills, and IT) disregarded the fact that in a finite programme new courses could be inserted only by displacing other courses. In the US, where library programmes continued to be one-year long, it became evident, as Marchant & Smith (1982) have correctly affirmed almost two decades ago, that ‘a library school must make choices regarding what to emphasise’ (p. 438). Consequently, the LIS curricula were often revised and adapted to the new demands of society.

At the same time the ‘core curriculum’ shrank. An analysis of the programmes of studies at 47 American schools of library and information science revealed that even courses that used to be the basis of every curriculum, such as book selection and history of the books, were no longer compulsory (Marco, 1994).

A significant trend in library and information science education has been the increased specialisation of the curriculum (Moore, 1990; MacDougall & Brittain, 1993). Whereas in the 1970s most institutions in the UK focused on ‘core’ studies and offered generalist qualifications, in accordance with the Library Association syllabus (Moore, 1990), current study programmes allow students ‘to mix and match their own subjects according to individual interests, aspirations and abilities’ (MacDougall & Brittain, 1993, p. 374). In effect this modularisation trend allows students to concentrate during their basic studies on a particular career track by choosing courses conducive to a specific employment.

The issue has been long debated in the United States as well, without reaching a conclusion (Miller, 1996). It should be noted that many basic professional programmes (in law, medicine, land surveying and teaching, to name just a few) are very structured and do not leave much room for specialisation during the basic stages of the professional education.

Specialisation of schools by library contexts or functions was frequently recommended (Moore, 1990; MacDougall & Brittain, 1993; Miller, 1996), but not implemented, other than allowing joint programmes with other departments or the development of several tracks in the school of library and information science (computer science, media or publishing were among the commonest).

The issue of specialisation versus a generalist preparation was magnified because of the conflicting demands of the market. The tension between library and information
science educators and the practising profession has been felt for a long time, suggesting that the library profession and LIS education have different agendas (White & Paris, 1985; Cooper & Lunin, 1989; Freeman, 1993). White & Paris (1985) showed in their seminal study, based on the responses of 382 library directors from all types of libraries, that employers liked to receive 'ready-made' librarians and were not inclined to assume responsibility for their in-service training other than in online searching of specific databases, which was usually offered by vendors. The respondents would have liked LIS departments to design specialised tracks oriented not only to specific types of libraries, but also to specialisations within that type (p. 26). The solution was highly unfeasible.

Educators have long maintained that graduates who were required to apply professional judgements in new, non-routine situations needed a solid foundation of professional theories and principles. The old and often-heard argument was that schools of library and information science educate, and education must be more than training (Shera, 1972). Training was viewed as practical, therefore belonging to the world of work, as post-graduation continuing professional development.

In response to demands from the 'field', LIS schools have started offering new courses, more appropriate to the 'emerging' markets. Some of the newer courses were very specialised modules of study geared to specific contexts (such as the health, business or the industrial community). The great diversity of programmes was responsible for the great variation in the skills of the new librarians. Sometimes, when the new graduate was offered a position in a library different to that envisioned during his or her studies, he/she arrived at the place of employment lacking many necessary skills. On the other hand, the same professionals were equipped with many newer skills and approaches, in IT and other theoretical fields, facilitating cross-fertilisation and the introduction of innovations in libraries.

The newly created library and information curriculum has highlighted several fields of knowledge, and they will be discussed below.

**Information Technology.** While at the end of the 1980s the most popular areas of development were CD-ROM technology, artificial intelligence and expert systems (Day 1989), in the 1990s, the emphasis switched to hypertext, learners' support networks, Internet and virtual reality. Although commitment to IT posed heavy burdens on LIS departments and required constant financial investments and faculty members with ever-changing skills, information technologies continue to be
perceived, both in the UK and in the US as an essential element of any library and information curriculum (Malinconico, 1992; MacDougall & Brittain, 1993). With new technologies continually evolving, some topics, when offered, were treated as optional. Muddiman (1995) correctly noted that one can find ‘a bewildering number of IT application courses - from word processing to DTP and databases, with more advanced students taking systems analysis and design, NLP (neurolinguistic programming), decision support systems, and so on’ (p. 27).

Malinconico (1992) pointed out that LIS graduates should have more than operational experience with computers. High on his list was the knowledge necessary to select and evaluate library management systems, the understanding of the complexity of bibliographic systems, along with an acquaintance with the best commercial systems in existence. He maintained that technology-literate graduates should be able to make independent judgements about the capabilities and limitations of new technologies.

**Societal Concerns.** In the early phases of networked information, even before the Internet conquered cyberspace, Buckland (1986) and Evans (1993) urged LIS students to be aware of the potential dangers of the network. These library educators stressed that digitisation may facilitate the centralisation of information and the assessment of user fees, thus imperilling the well being of the democratic, pluralistic society. Buckland (1986) was absolutely correct when he emphasised that access to information was a society-wide concern and library and information departments everywhere should discuss with the students cardinal issues such as the centralised control of ideas, censorship, and the deprivation of access to those who cannot afford to pay. Today issues such as censorship through filtering software on the Internet have been added to the list of societal concerns. Greenhalgh et al. (1995) pleaded convincingly the case of the library as a genuine public good that should be funded and supported for providing free opportunities that a market-led system might not. At a time when the legitimacy of the public library is sometimes questioned, every librarian should understand and be able to explain the contribution of public libraries to all sections of the community.

Another subject that has recently attracted vigorous proponents is professional ethics (Bellardo, 1992; Rogers, 1994). Bellardo (1992) has observed that ethical questions such as confidentiality of records and the still unresolved ‘fee or free’
dilemma arise daily in the profession and there was real need to teach about them in LIS schools.

**User-centred Information Services.** A decade ago, Day (1989) remarked that 'technology is not an end in itself, but an enabling mechanism to offer enhanced information services to users' (p. 33). The recent literature abounds with references to the social significance of the current technological developments (among the most recent, Sever, 1992; Landry, 1993; Buschman, 1995; Batt, 1997).

Sever (1992) found that the curricula of library schools were heavily slanted toward the new technology and urged library educators to stress the importance of 'knowing the user [which] is as important, and perhaps even more important than knowing all the ways of extracting information' (p. 70). Referring specifically to the public library education, Landry (1993) wrote:

>'The role of public libraries has expanded at times into non-book areas often associated with caring and community development roles....As consumer demand creates increasingly individually oriented and focused needs, training in the library world might need to shift away from information towards advice, a process that adds value to information and requires a high level of interpersonal skills.' (p. 19)

Buschman (1995) argued that the 'simplistic and uncritical endorsement of the information technology' overshadowed fundamental issues such as the commodification of information, the possible discrimination against the poor by new charging practices and the dangers posed by multimedia to literacy.

Lately, library and information science departments have begun to emphasise courses that recognise the importance of the user, or the client, as the current terminology goes. One of the current trends, prompted by ideological and practical considerations, has stressed the information needs of minority and other special-interest groups who might request differential library services, according to their ethnic, cultural and economic background (Freiband, 1992; Foderingham-Brown, 1993; Welburn, 1994). Susan Freiband (1992) listed specific questions relevant to LIS educators working in multicultural environments, before proceeding to identify in minute details the skills, knowledge and attitudes needed by librarians serving a diversity of cultural and linguistic groups. Foderingham-Brown (1993) examined prospectuses of individual LIS schools and argued that all library students 'should be able to learn how an ethnic group's history, language, culture, race and socio-
economic conditions influence their information needs’ (p. 143). William Welburn (1994) answered positively the question ‘do we really need cultural diversity in the LIS curriculum?’ As future librarians would have to assist multiethnic and multicultural society members in retrieving information, it seemed essential to ensure that the graduates would have a better understanding of multicultural contexts of information, its users and information providers.

**Communication skills.** User-centred strategies require a good understanding of the different needs of a diverse population, and interpersonal and communication skills become of paramount importance in facilitating the interaction between staff and users. Beryl Morris (1992) recalled that employers had specified communication and interpersonal skills as more important than computing skills. With the development of computerised information services opened to the public, libraries had to expand and improve the user-centred services, bringing more staff in closer contact with the users. Malinconico (1992) expanded the scope of communication to include not only verbal exchanges with the public, but also group-work with other librarians and communicating with non-librarians such as library boards or friends of the library groups.

One of the implications of these required skills was that most schools of library and information science have added courses in communication skills to their core curriculum. Dolphin (1986) stressed the need for special training in social and communication skills in order to rebut the occupational stereotype of librarians as ‘introverted people, more interested in materials than in communicating with other people’ (p. 134).

**Information Management.** In his checklist of courses needed by future librarians, Malinconico (1992) reiterated that a library must be well managed in order to fulfil its mission and library and information science curricula should not ignore the fact that the fundamental activity of library and information services is management (p. 238). Kinnell (1995) pointed out that most of the new management topics added to the LIS curriculum (such as human resources management, financial management and marketing) were directed to the basic needs of first professional posts, and middle and senior librarians charged with the actual management of information services required further studies.

**Changes in Basic Traditional Topics.** All the basic library subjects underwent changes, recording both the integration of information technologies and the new
financial and administrative priorities. *Reference work,* generally renamed ‘information work’ still requires to quickly locate relevant information and to understand the research process, but, as Rockman (1991) explained, it has become more focused and sophisticated. Knowledge of information sources remains very important, but electronic resources and networking skills have been added to the traditional ones. Hale (1991) pointed out that as catalogues became computerised, user expectations grew with regard to speed of retrieval and customised combinations of information, requiring new expertise. Bibliographic instruction (frequently called ‘information literacy’, or as in the UK, ‘information skills training’) has assumed new proportions, as users come in more direct interaction with a multitude of electronic sources. Consideration of the new media brought significant changes in the teaching of cataloguing and selection of materials, as well. Courses once popular such as acquisitions have practically disappeared, and the new ‘collection management’ courses emphasise inter-library co-operation, approaches to access rather than holdings and issues relating to the high cost of periodicals.

**Summary.** Newly graduated librarians arriving in public libraries are equipped with state-of-the-art knowledge and skills and constitute an important factor in the maintenance of professional competence at the place of work. They serve as an intellectual stimulant to practising librarians who have been out of school for a while, and in many libraries they provide the expertise needed in certain newer fields of knowledge. Although the abundance of elective courses may frustrate students unable to take all the interesting options, the exposure to a rich curriculum is beneficial in the long run as it indicates possible tracks for specialisation and continuing professional development.
CHAPTER THREE
GENERAL ISSUES IN CPD

3.1 Introduction

The chapter discusses general issues related to continuing professional development as manifest in library and organisational management literature. Among the points surveyed are definitions of CPD, aims and perceived benefits of CPD, responsibility for CPD and an examination of the question of mandatory vs. voluntary CPD. In this context, practices prevalent in other professions will be briefly outlined for comparison purposes.

3.2 Definitions of terms

Numerous terms have been used to describe the "post-degree" education of professionals: continuing education, further education, post-experience education and training, lifelong learning, lifetime learning, continuing professional education, and a spectrum of "developments"-- staff development, professional development, continuing professional development, career development, personal development, or just "development activities". The organisational psychology and management literature refers also to 'updating responses' and 'professional enhancement'.

*Staff development* is understood to be a management function of any organisation, concerned primarily with learning activities provided by the organisation to its staff members in response to a changing environment (Nadler, 1990). From an organisational perspective, staff development is an investment in human capital, and therefore the return on investment should be more knowledgeable and skilful employees who have a greater chance to improve their performance.

Continuing education, as defined by Houle (1981) almost twenty years ago is

"some form of learning which offers opportunities to deepen understanding and extend knowledge, sensistiveness and skills beyond a previously established level of accomplishment, whether towards the improvement of professional competence or any other goal" (p. 77).
More recently, Roberts & Konn (1991) preferred the term "continuing professional development", with the understanding that it includes both continuing education and staff development, but from the perspective of the professional associations and their members (and not from the employers' or the organisation's standpoint). They suggested that the division between the two terms was artificial, as experience has demonstrated that staff development could contribute to a broader professional understanding, even when expressed as specifically related to organisational needs, whereas continuing education assumed primarily for personal satisfaction, could benefit the organisation.

Two decades after Stone (1974), Eraut (1994) reiterated that continuing professional development was broader than continuing education. The latter referred to formally organised conferences, courses or educational events, rather than work-based learning, while CPD referred to both. Since Stone (1974) it has become customary to include in CPD activities such as participation on committees and or forces, various forms of participatory management techniques that demand greater responsibilities and offer leadership opportunities, staff appraisal, counselling/mentoring/coaching a junior professional, and active participation in professional organisations and external committees (Stone, 1974, pp. 144-146).

The Library Association (1995) has adopted the following all-encompassing definition of "continuing professional development" in the context of the new Framework:

"Continuing Professional Development (CPD) is an ongoing process aimed and monitoring and upgrading the skills and competences of individual workers in the profession. CPD ... develops a marketable worth and promotes recognised, or recognisable, good practice throughout the profession."

The common term used for CPD in Hebrew is 'hishtalmuyot', which literally means 'self-completions' and is used to indicate structured learning activities, generally not conducive to a degree. The term is not necessarily associated with professionals' learning, and it is often used colloquially to indicate any type of learning associated with the world of work. However, CPD means more than that, as it is related to a continuation of professional learning and implies the possession of a large body of theoretical knowledge acquired during the basic professional education.
This study regards CPD as a developmental process, as opposed to a remedial procedure, and emphasises the continuous enhancement of competence throughout a professional employee's career.

3.3 The need for continuing professional development

Maintenance of professional competence is the concern of the profession at large, of the professional practitioner and of the employing organisation; another group that benefits indirectly from professionals' CPD is the general public, or the client group being served.

3.3.1 Professional concerns

Continuing professional development is considered a cornerstone of every profession, and definitions of professionalism have always included references to "competence" or "expertise", which need constant maintenance (Roberts & Konn, 1991). Professionalism conveys both responsibilities and status: professionals are supposed to have specialised and complex knowledge and increased competence in solving problems; they should acknowledge the moral imperative to pursue high standards of performance and strive to maintain their competence and to contribute to the development of their profession.

The challenge of maintaining professional competence throughout one's career is compounded by the current knowledge explosion and the rate of technological change. The 'enemy' is obsolescence, defined by Kaufman (1990) as 'the degree to which professionals lack the up-to-date knowledge or skills necessary to maintain effective performance in either their current or future work roles' (p. 249). The problem of obsolescence is complicated by the fact that it is not only a problem of the individual who has to master new skills and knowledge, but a matter of changes taking place in knowledge itself. The degrees themselves become obsolete, because the knowledge acquired during the period of study toward the degree is partly antiquated by the time of graduation. Cyril Houle (1981), the renowned adult educator from the University of Chicago, has aptly stated that, due to the rapid knowledge accumulation, "what a student learns in his first year must be outdated by the time he graduates" (p. 85).
Roberts & Konn (1991) were correct when they labelled the successful adaptation to change “survival”, and considered continuing education a ‘strategic weapon’ in combating obsolescence and ensuring continued competence and professional standing.

Cervero & Azzaretto (1990) pointed out that competent professionals brought about increased consumer confidence, for the benefit of the whole profession. Madden & Mitchell (quoted in Tomlinson, 1997) seemed to believe that all professional bodies were responsible for monitoring professional standards and sanctioned members who failed to maintain a high level of professional competence. However, Davies (1990) was more realistic when he admitted that professions embraced professional development ‘according to the resources available and the politics of the specific profession’ (p. 371). For a long time, public librarians have appeared to be rather complacent about their professional competence, but the changes occurring in the information services and the emergence of new professions with claims at the information domain (Van House & Sutton, 1996) might challenge this attitude. It seems that Davies (1990) was correct when he forewarned, a decade ago: ‘a profession which does not undertake such a development is poorly equipped to meet and respond to the challenges and inevitably its place will be taken by others better prepared to do so’ (p. 371).

Brown (1992) asserted that the role of professional bodies is to facilitate, promote and support CPD, and they should also provide information and advice to professional practitioners regarding CPD opportunities. In Israel, the public library field is particularly vulnerable, as the professional association does not concern itself with these matters.

3.3.2 Individual benefits of CPD

Many professions prefer to emphasise CPD as a means of attaining a high level of competence and exclude any suggestion of self-interest, such as the opportunity for career advancement or the acquisition of enhanced qualifications. However, many writers have pointed to these immediate and legitimate benefits. Cervero & Azzaretto (1990) from the field of education, Roberts & Konn (1991) and Brown (1992) from the library point of view and Otala (1993), discussing engineers, all stressed that professional practitioners valued CPD also for its potential to increase their
employability and marketability. Brown (1992) pointed to the enhanced skills and job satisfaction and the increased self-esteem of those who underwent training.

Roberts & Konn (1991) insisted that CPD was a means of minimising the “unfair” competition of professionals educated abroad. In Europe, the recent decision of the European Union to harmonise professional standards and qualifications opened up domestic markets before foreign lawyers, accountants and engineers, threatening the monopolist markets of British professionals and their economic interests. First the Law Society, then the Institute of Chartered Accountants of England and Wales succeeded in passing provisions requiring foreign professionals wishing to practice in the UK to pass tests set by the British professions. Of course, the same measures were found to be detrimental to British engineers willing to practice in Germany. In the US this practice is best known in the medical profession, where stringent tests have to be passed before foreign educated physicians are allowed to practice.

However, one cannot regard all these developments as pragmatic measures designed to regulate the competition. Education levels in various countries truly differ, and sometimes foreign professionals are not able to practice in their new country without upgrading their skills. In this respect, continuing education can open before them the door to a renewed professional life. The large wave of immigration from the Former Soviet Union brought to Israel approximately 350,000 professionals. In 1990 Israel had 38,000 engineers, and within four years that number has almost doubled ( Saginar, 1990). Although many hoped that the new immigrants would contribute to the expansion of Israel’s industry and economy, it soon became clear that large investments would be required to upgrade the skills of the newcomers and to convey to them the Western ways of work and thinking. Without updating and re-qualification courses, the new immigrants could not find employment or hold professional jobs. An often-heard argument was that they lacked skills considered in Israel as very basic, such as working in a computerised environment ( Proyekt, 1992).

Among the immigrants there were close to 500 professional librarians, most of them willing to practise in Israel (Getz, 1994). However, the new immigrant librarians were ignorant of Israel’s history, literature, religion and social and political structure; their language skills were also minimal. During 1991/92 four specially-designed refresher courses were offered to 120 librarians. The majority of those who participated
found employment immediately upon completion. Shoham & Getz (1993) have located and interviewed 92 graduates, and learned that the programme has increased librarians' self-confidence during the period of job seeking and has facilitated employers’ decision to hire them.

Foreigners are not the only group in need of refresher courses. Professional education undergoes continuous revision in response to environmental and organisational changes, and newer graduates possess knowledge and skills unknown to the older and more experienced professionals. Thus, participation in CPD may increase professionals’ self-confidence, and allow them to continue to provide a high-level service. Davies (1990) highlighted the contribution of CPD to the regeneration of commitment and enthusiasm in professional employees, necessary qualities for the optimal performance of the organisation.

Some professionals undertake CPD activities to qualify for higher salaries. This is the case of engineers and teachers in the UK. In Israel, most members of trade unions can benefit from pay raises following completion of various continuing education programmes. The system might appear as a very enlightened national policy designed to ensure the maintenance and enhancement of professional human resources. However, the reason is much more prosaic. The ‘continuing education supplement’ instituted since 1976 is in fact a pay raise which, instead of being given to all civil servants across the board, allows a measure of differentiation among employees – they have to ‘do something’ to earn the supplement. Approximately half a million persons are employed in Israel in the public sector, in professional and non-professional capacities, so that the system is covering a very high percentage of the workforce. Following the accumulation of 400 contact hours of “continuing education”, the employee is granted a monthly salary increment. Qualifying ‘continuing education units’ may include formal courses, participation at conferences and institutes, as well as travel abroad or fieldtrips which may further the professional education of the employee (Almog et al., 1994). The courses do not have to be academic, and the topics are not necessarily related to the profession of the employee; even esoteric subjects or practical workshops may grant ‘continuing education units’. In the case of social workers and teachers, the continuing education supplement is conditional upon completion of approved professional studies, usually academic in nature, or research conducted, but many other trade unions are
more lenient. Librarians' conditions were changed in the mid-1990s, and since then they have been required to show completion of 200 hours in work-related activities.

The policy of granting 'continuing education supplements' has generated a whole industry of continuing education. Monitoring individual activities would have required a whole bureaucracy; instead, providers are accredited, and every year they must receive approval for activities that grant CE units to qualified attendees.

The pay increase can be a very substantial addition to the salary. Teachers may receive up to 28% of their salary. As salary increases are not negotiated individually and change infrequently, the continuing education supplement is a very effective way of increasing the pay. Another method used by the State of Israel to sustain the continuing professional development of employees is by allowing tax exemptions for this purpose, in a manner similar to that suggested by Davies (1990). Since the early 1960s, the General Federation of Workers has begun to negotiate "continuing education savings funds" for the various unionised professions to defray the cost of continuing education. These were, at first, professional occupations (college-graduates, journalists, nurses, physicians, policemen, teachers, etc), but in time the system was enlarged to cover most occupations, including the clerical ones. Joining the fund is voluntary, but highly profitable. Employees wishing to join their respective professional savings fund contribute 2.5% of their gross salary, while the employer adds 7.5%. The funds are invested in interest-bearing government bonds, and are closed for three years; thereafter, the employee can draw part of the funds for "continuing education purposes" in Israel or abroad. The employee's contribution is free from income tax, and after six years, all the sums accumulated can be withdrawn for any purpose, and are exempt from any taxes (Alush, 1990).

In the UK, the 1993 Fielden report urged the UK Government to back the CPD of information professionals by providing financial incentives, among other measures. In Israel, one may conclude that care should be taken to ensure the meaningful development of the employees, rather than supporting a wasteful pretence.

3.3.3 Organisational concerns

The employing organisation also derives tangible benefits from employees' continuing professional development. Lecturing before the Chamber of Engineers and Architects in Israel, Nissim Kashak (Eikh, 1994) remarked that the meagre investment
of the employer in fees and time release provided him with "renewed engineers, versed in all the new developments of the profession" (p. 17). Cervero & Azzaretto (1990) noted the increased likelihood that services rendered by the organisation would reflect the best of contemporary professional practice, and thus will better satisfy the clients. The Library Association (1992) voiced the same argument when it emphasised the improved productivity and efficiency of trained staff. Another benefit, it was noted, might be the breeding of a new generation of managers from amongst those trained in management courses. Creth (1989) and Davies (1990) concurred that employees' continuing professional development contributed to the vitality of the library by providing a stimulating environment conducive to growth. A practical benefit was the lower turnover and the positive image of the employing library, perceived as an active supporter of CPD (Library Association, 1995). Such an employer might also attract employees with higher qualifications and more professional commitment (Brown, 1992; Goulding, 1995). Line & Robertson (quoted in Davies, 1990) summed up the arguments by declaring:

'...the question is not so much whether libraries can afford staff development, but whether they can afford to go on as they are, using staff ineffectively.....without effective, committed and enthusiastic staff there is little hope of breakthrough to a more confident future' (p. 378)

3.4 Responsibility for CPD

Almost half a century ago, in 1955, Peter Drucker (quoted in Armstrong, 1996) asserted that 'development is always self-development. The responsibility rests with the individual, his ability, his efforts'. But, he continued, 'every manager has the opportunity to encourage self-development or to stifle it, to direct it or to misdirect it' (p. 562). It seems that Drucker has thus solved the current argument relating to who should be responsible for employees' CPD by sharing the responsibility.

This is a controversial issue on which there are many conflicting and often strongly held views. Responsibility is often taken narrowly in the sense of 'who pays for CPD', but it is also a question of attitude and commitment to action. During the last two decades, corporations interested in improved human performance in the workplace began assuming much of the responsibility of keeping their employees' job-related
proficiencies up-to-date (Dubin, 1990). In the US, the training and development function has grown into a major business and corporate expenditures on training have risen to over 210 billion dollars annually (Tannenbaum & Yukl, 1992). However, not all organisations have adopted this policy. In many smaller organisations, public libraries included, staff development programmes may be lacking or responding only to short term, immediate training needs.

Dakshinamurti (1997) held the employer responsible, using an instrumental argumentation similar to that used by Rooks (1988) a decade earlier: ‘regardless of the motivation of the employee, if the learning organisation is to succeed, it is the manager who needs to first express his or her expectations’ (p. 356).

Slater (1991), aiming mainly at the special library sector, was probably realistic when she suggested that interested agencies should ‘mount a very serious intensive campaign directed at top management to convince them of the value of training and the nature of LIS professionals and their contribution’ (p. 22). In her case, those at ‘top management’ were not library and information professionals. However, White & Paris (1985), in their classic study, found that library directors were also reluctant to assume responsibility for ensuring that librarians in their employment were adequately prepared for their duties through continuing education and on-the-job training. Instead, the directors preferred LIS schools to increase the study programme by another year or replace general theoretical topics with practical context-specific courses. Peter Senge, in The Fifth Discipline (1991) called this attitude ‘shifting the burden’.

In the UK, during the past decade, with the increased interest in quality service, initiatives such as Investors in People (IIP) have succeeded in diverse work environments. The IIP award is conferred on organisations that demonstrate real commitment to the development of their entire staff. IIP was meant to encourage the development of a planned and adequately funded training programme that takes into consideration organisational goals, supplying a focus for all training activities (Goulding, 1995).

The consensual view was that individuals are ultimately responsible for determining their individual and organisational needs and to select appropriate activities (Slater, 1991; Weingand, 1991). Sheila Corrall (1992) discussed the idea of self-managed learning, in which the individual took personal responsibility for his or
her own development. Corrall emphasised that self-development started with self-awareness and required sufficient self-knowledge to diagnose what had to be developed; learning methods could also be selected according to preference and need. Similarly, Cervero & Azzaretto (1990) pointed out that the individual is the ultimate provider of learning, as he/she sets learning agendas, brings frames of reference developed over time (and absolutely necessary for assimilation to occur) to the new learning and develops skills of application without which the organisation would not benefit from an individual's learning.

While Okey et al. (1992) found that 70% of the librarians surveyed had asked to attend a short course, rather than being sent by their employers, there was mounting evidence that many practising librarians were quite passive and showed reluctance in assuming personal responsibility for the planning of their career (MacDougall et al., 1990; Brown, 1992). This was not unique to library and information services. Watkins & Drury (in Hemmington, 1999) cited examples of other professions (engineering, marketing) which noticed consistently low registrations for CPD activities.

It appeared that self-direction could not be solely relied upon, and self-development did not mean doing it without help. The Library Association (1995) has taken a similar view in its Framework for Continuing Development published in 1992. Professionals were urged to take the initiative in managing their own planned programme of CPD, and the do-it-yourself packs distributed free of charge to LA members were supposed to assist in the planning process. However, the LA insisted that employees should consult with their employers, as well as with other colleagues, in designing their personal and professional development.

Konn & Roberts (quoted in Doney, 1997) found that librarians expressed contrasting opinions regarding the responsibility for their CPD according to their hierarchical level. It appears that junior library managers felt that an external body should be responsible, whereas senior managers were more likely to assume responsibility for their own professional development. Konn & Roberts concluded that the lack of prospects of promotion and financial rewards for lower level staff might have been the cause for the different attitude to CPD.

Margaret Slater (1991), in the UK, and Darlene Weingand (1991), in the US, concurred that LIS schools could not divest themselves from their responsibilities
towards the practising professionals. Both authors believed in a partnership between library educators and practitioners. Slater held the schools responsible for ‘updating the initial skills taught in the past’ (p. 31), sounding somehow like a demand for a warranty to upgrade the faulty merchandise. Weingand, herself a library educator and director of the thriving school of continuing education at the University of Wisconsin, assumed responsibility while at the same time highlighting the economic advantage: ‘in the real world of academic and economic retrenchment it would be foolish to ignore a potential market of students with real needs’ (p. 271). Undoubtedly, LIS schools should be more involved in continuing education as it is complimentary to the initial professional education delivered. The schools have the know-how and the advanced technology and resources and could serve as training centres for both degree students and practitioners.

Most writers, from the field of library and information services or from other fields, stressed that while learning must be the responsibility of every professional, who must devote to it the necessary time and effort, the organisation must recognise and reward the effort required to keep up-to-date. Welsh & Woodward (1989) pointed the role of the professional associations in facilitating the updating of employees. For example, RIBA and other professional bodies made funds available to develop and underwrite CPD. Slater (1991) appealed to professional associations to encourage employers to support training and to co-ordinate and monitor the provision of CPD activities. Cervero & Azzaretto (1990) suggested a macro view, considering the national human resource needs in every profession. They recommended the implementation of a national system of capitation grants to professional schools, according to their involvement in the provision of CPD activities to the professional community (p. 73).

3.5 Voluntary or Mandatory CPD?

The literature abounds with discussions regarding the responsibility for continuing professional development: should it be left to the decision of the individual professional, or should it be compulsory and regulated by the professional association or by the employing organisation?

The issue of mandatory continuing professional development is controversial because at its heart are questions about the nature of professions and of continuing
education. Being a professional implies commitment and ability to pursue practice-enhancing learning so there would seem to be no need for mandates. However, due to advances in knowledge and technology, as well as demands for accountability and consumer protection, the trend to mandatory CPD has become common in many professions.

3.5.1 CPD in the professions

Comparative studies of various professions have been conducted by a number of American writers in the 1970s and 1980s, including Elizabeth Stone (1974), a library and information educator, and culminating with Houle's (1981) seminal study, Continuing Learning in the Professions. More recently, in the UK, Roberts and Konn (1991) and Tomlinson (1997) have explored the similarities between several professions in order to shed light on librarianship and education, respectively. An informal network of CPD officers in various practices - the Interprofessional CPD Forum - was set up by the professions to facilitate the transfer of good practice, share experiences and discuss issues of current concern in all aspects of CPD (Huckle, 1998).

One of the reasons prompting to action has been the British Government's recent emphasis on lifelong learning, as reflected in initiatives such as the National Grid for Learning and The Learning Age Green Paper.

Based on an examination of seventeen professions, among them library and information services, Houle (1981) concluded that all the professions were alike in their approach to continuing education and displayed similar needs. Consequently, he counselled professional bodies to collaborate so that they could exchange ideas, techniques and solutions to comparable problems. Eraut (1994) found that, on a declaratory level, most professions agreed that their members had to engage in CPD and many professional bodies even required attendance at designated CPD activities. However, Eraut stressed, no profession required continuing demonstration of competence to practice. This test of professionalism is very extreme, and one should not wonder that it has never been implemented.

Weingand (1994) recalled that in the US, professions such as law, dentistry, pharmacy and medicine licensed the practitioners, and this regulatory process mandated subsequent education throughout the working lifetime. A detailed examination by
Roberts & Konn (1991) revealed that 36 states required mandatory CPD for pharmacists, 46 states for optometrists, 26 for veterinarians and twenty for lawyers (p. 35). It should be noted that these were state requirements, to which the professional associations had often objected.

In the UK, the Royal Town Planning Institute, the Chartered Institute of Bankers and the Chartered Institute of Management Accountants, among others, have opposed any legal obligations to CPD, while accepting the need for continuing education as a moral obligation (Roberts & Konn, 1991).

Other British associations have already introduced mandatory provisions. Although Tomlinson (1997) has found many common trends in the five professions studied, each profession set its own rules of conduct. An example of a profession that mandated CPD was nursing. Since 1994 nurses have been required to re-register every three years and get a certificate to practice; one of the requirements for ratification was to undertake a minimum of five days of study every three years. This requirement does not seem too exacting, but the concept of re-registration and demonstration of updating is new.

The Law Society governing solicitors requires the completion of 16 hours per year of CPD of which at least a quarter must involve participation in courses offered by authorised providers. The remaining activities ‘allowed’ are very broad and include distance learning courses or publishing legal material. Most courses centre on new laws, however there are also courses on personal development topics such as handling difficult people and self-presentation. The Law Society requires all solicitors to maintain a logbook and to produce it for the Law Society on demand (Roberts & Konn, 1991; Tomlinson, 1997).

Since 1993, architects have been asked to show a commitment to CPD as a prerequisite for inclusion in the RIBA Directory of Practice. The Royal Institute of British Architects assesses the quality of CPD offerings and itself delivers a very comprehensive programme in various regions of the country. Individual architects must determine by themselves which activities are appropriate for them (Tomlinson, 1997). Every year the record of 5 percent of the chartered members is monitored (Huckle, 1998).

Other professions requiring mandatory CPD are accountants and surveyors (Roberts & Konn, 1991). The Institute of Chartered Accountants of England and Wales
has required since 1978 that new members must participate for three years in CPD activities in order to qualify for Practising Certificates. Experienced accountants desiring to receive the Fellowship of Accountants are required to engage for ten years in fifty annual hours of CPD; both structured events (conferences, courses or seminars) and individualised activities such as professional reading, research and writing were included.

The Royal Institute of Chartered Surveyors embarked in 1991 upon a policy of mandatory CPD and required 60 hours of development during each three-year period, as evidenced by personally maintained logbooks.

The Engineering Council is an umbrella organisation which co-ordinates the activities of 39 professional engineering institutions in the UK. In 1993 there were altogether 290,000 engineers registered in professional associations. Aiming "that British engineering will lead the world... a Britain whose people are the most competent, both technically and managerially", the Council decided that the key to that vision was a national scheme of personal continuing professional development, based upon the voluntary principle (Engineering, 1993, p.2). The Engineering Council did not mandate CPD as a prescription to maintain registration, but anticipated a commitment to lifelong learning. The Council recommended each member to complete a minimum of 35 hours of CPD annually using a variety of approaches – including distance learning, on-the-job training, coaching and mentoring or reading. Tomlinson (1997) summed up that 'CPD for engineers is about performance and employability, not regulations or government requirements or consumer pressure' (p. 18).

Although the British Government did not indicate its preference for mandatory or voluntary CPD, the inclusion of CPD among other forms of lifelong learning places it among the Government's key priorities (Huckle, 1998).

Tomlinson (1997) revealed that the 'tremendous increase in the commitment to CPD has been driven by the professionals themselves' (p. 25). It appears that the employment market for professionals requires higher demonstrable standards of performance, and individuals in professions that do not implement schemes of CPD may find it more difficult to work in other parts of the world. Tomlinson's opinion was in sharp contrast with Roberts & Konn's (1991) understanding that given the choice, many professionals were less than eager to take extra educational burdens, along with
their daily professional duties. Might it be that a changed attitude has emerged during a period of six-seven years?

No comprehensive study on CPD has been conducted in Israel, but some insight may be derived from an examination of the practices of several professions, as becomes evident from the scant literature available and from personal conversations with officials in charge of continuing education in a number of professions. It seems that the only professionals required to undertake continuing education are Judges and pilots. Physicians affiliated to hospitals are expected to participate in the continuing education activities organised in the hospital, but on a voluntary basis (Polliack, 1990). Engineers, teachers, lawyers and accountants are strongly encouraged to participate in CPD, but there is no provision for mandatory continuing education.

3.5.2 CPD in library and information services

Among the different library and information associations, the (American) Medical Library Association has opted for certification and re-certification every five years, based on education, experience and participation in 50 hours of documented and approved continuing education. The Society of American Archivists as well as most school library media specialists must undergo certification processes in order to continue to practise (Weingand, 1994). The American Library Association is strongly in favour of CPD and has issued several documents outlining the characteristics of quality CPD activities, but librarians are not required to update and further their development. In the UK, the Library Association produced in 1992 the Framework for Continuing Professional Development, a planning tool intended to be ‘enabling, not prescriptive’, in the words of Brown (1992), one of its chief initiators. The Framework introduced the ‘logbook’ or formal record of CPD activities undertaken. Aimed at all levels of library staff, not necessarily the professionals, the workbook was designed to help librarians analyse and plan their own professional development in six stages, and record their progress towards the achievement of their plans. While Noon (1994) praised the effort invested in the Framework, he recognised that its success was limited and most librarians did not use it as expected. Sceptical that this would ever happen, Noon urged the adoption of some form of compulsion, as did Roberts & Konn (1991) before him.
CHAPTER 3  GENERAL ISSUES IN CPD

Weingand (1994), a full-time continuing educator, was also convinced that some form of regulation would have to be eventually enacted to promote the quality of library services and advance professional standards.

The chief arguments of the proponents of mandatory CPD may be summarised as follows:

- Expecting voluntary participation is unrealistic. There will always be professionals who are out of date and out of touch (Noon, 1994);
- Mandatory CPD can protect the public from incompetent practitioners (Roberts & Konn, 1991; Noon, 1994; Weingand, 1994);
- Mandatory CPD and the assurance of better service might raise the image of the profession and its standing among other professional bodies (Freeman, 1994; Noon, 1994; Huckle, 1998);
- Mandatory CPD is better than examinations or repeated demonstrations of competence throughout a lifetime (Houle, 1981; Roberts & Konn, 1991);
- There is some evidence that perception of the training programme as mandatory influences effective practice and greater intention to transfer the training at work (Baldwin & Magjuka, 1991);

Opponents of mandatory CPD raised some of the following reasons:

- Mandatory CPD was an anti-liberal process that attacked personal and professional freedom and decision-making (Freeman, 1994);
- By definition, professionals are supposed to be autonomous, self-managed and responsible for their own development (Houle, 1981; Huckle, 1998);
- Mandatory CPD mandated attendance on courses, rather than guaranteeing increased competence (Weingand, 1994);
- CPD might discourage individuals from reaching the highest possible standards as the obligation would involve a low acceptable standard (Huckle, 1998);
- Mandatory schemes tend to concentrate upon attendance of formal, group activities, and often disregarded self-education and informal aspects of professional development (Roberts & Konn, 1991; Freeman, 1994);
- Fear that over time the procedures might become more formalised and require tests, proven performance and eventually would become a requirement for re-
licensing (Roberts & Konn, 1991);

Logistical difficulties were also raised, stressing the problems inherent in compelling practitioners to undertake CPD, in providing CPD opportunities of sufficient quality and quantity to ensure large-scale access at a reasonable cost, and in monitoring the fulfilment of CPD requirement (Freeman, 1994). Marion Huckle (1998) of the Library Association, who reported on a one-day conference of the Interprofessional CPD Forum, indicated that additional major concerns centred on ways to deal with non-compliance and ensuring the necessary funding for CPD. As the Government did not take a determined stand about mandatory CPD, no public funds could be expected to arrive.

Houle (1981) raised another argument, which seems still relevant even after almost twenty years: mandatory continuing education may encourage providers to focus on profit, and even professional associations might develop a vested interest in entrepreneurial education activities, not necessarily co-ordinated or controlled, maintained largely for public relations reasons and for income-generation.

Several writers (among them, Roberts & Konn, 1991 and Huckle, 1998) believed that professional bodies would have to enforce and monitor members’ compliance to the requirements of mandatory CPD. Huckle reminded that another duty of professional bodies would be to create a ‘learning culture’ among their members, assist them in devising a career plan and help each member balance personal and professional development. Davies (1990) added that professional associations should monitor the quality of the CPD activities offered to members.
4.1 Introduction

This chapter surveys the development of public libraries, library education and continuing professional development for librarians in Israel, focusing primarily on the current situation. A brief section at the beginning of the chapter provides a broad outlook of significant facts about Israel as a background to the chapter and the entire study.

4.2 Historical and Political Background

The history of modern Israel begins with the Zionist settlers imbued with a utopian socialist ideology, who arrived to Palestine at the turn of the last century from Eastern Europe. They envisioned a new society built on equality and freedom and based on manual work (although the majority was university-bred or self-educated young intellectuals). Palestine was at the time under Turkish rule. Following World War I and the defeat of the Turks, Palestine became a British mandate and the Balfour Declaration, which proclaimed that Jews would be allowed to build a 'national home' in Palestine, was recognised by the British Government.

Thousands of years of neglect turned much of Israel's soil into wasteland, which the pioneers began to reclaim. They drained swamps, dug wells and planted forests. Land once worthless became fertile again. The settlers founded many institutions, represented the Jewish community before the British and the world and conducted a vigorous policy of establishing the democratic-secular basis of the autonomous 'national home'. Subsequent waves of immigration during the 1920s and 1930s brought to Israel other types of settlers, mostly urban middle class individuals from central Europe, arriving for national and economic reasons. In time, right wing political parties were formed, opposing any solution to the Arab-Jewish conflict that might involve the partition of Palestine. The parties were also divided along economic lines, as the right wing parties adopted a liberal non-socialist ideology. When the State
of Israel was established in 1948, the Knesset (Israel's Parliament) had a large majority of socialist parties that also formed the Government.

Following the War of Independence Israel opened its gates to all the Jews all over the world. The first to arrive were the survivors of the Holocaust, but they were followed by thousands of Jews fleeing anti-Semitism in Eastern Europe and in the Arab countries. On May 15 1948, when the State was proclaimed, the Jewish population of Israel numbered 650,000. During 1948-1951 the population doubled, when close to 700,000 new immigrants arrived. Up to 1964 Israel had absorbed an additional 526,000 immigrants. Altogether, approximately 650,000 of the newcomers originated from Arab countries in Asia and Africa (CBS, 1999). It was the first time in history that a small country had taken in so many new people in such a short time. The immigrants came from sixty countries and different cultures and spoke many languages. Most of them were religious Jews; many came from non-democratic countries.

The newcomers were penniless, the majority having fled their original countries, and the new State took it upon itself to provide them with housing, free health insurance, free education and minimum subsistence, according to the social policy instituted in Israel. As the Government aimed at establishing new Jewish settlements, the new immigrants were relocated in peripheral regions, where they populated new towns and villages. Although some assistance was rendered, the first generation of these immigrants, most of them having large families and inadequate training for work, did not succeed in rising above poverty. State-supported businesses provided unskilled jobs at minimum wages. The more prosperous or educated left the region looking for better prospects in the centre of Israel, thus perpetuating the meagre conditions and low image of the development towns. These conditions bred large-scale frustration, and in the 1970s they were directed by right wing populist parties against the 'old elite'- the socialist-secular-Ashkenazi (of European provenience) Government. Paradoxically, the left wing ideology and parties are considered the elite of Israel, whereas the right wing, nationalist and religious parties are associated with the lower and less educated population of Oriental origin. In 1977 the socialist Government was voted out of office, after almost thirty years, and replaced by a right wing-ultra religious coalition. For the next twenty years a different political map brought to power various coalitions, more representative of Israel's new society.
Since the War of Independence, every decade has witnessed a war between Israel and one or more Arab neighbouring countries. As a result of the Yom Kippur War of 1973, both opponents reached a new awareness that wars would not solve the conflict or reduce the suffering. The following years saw the beginning of a dialogue with Arab countries leading to the signing of peace agreements with Egypt and Jordan. Since 1993 Israel has been conducting peace negotiations with Palestinian representatives. It is a long and difficult process, requiring mutual trust along concessions and compromises. Everybody wants peace, but proposes different solutions. In democratic Israel, mistrust of the PLO and its leaders, religious fervour and vested interests in the occupied territories gave rise to massive opposition to the negotiations. The large wave of Arab terrorism, which swept Israel and hurt many civilians added credibility to those opposed to the implementation of the intermediate Peace treaties with Palestinians. Following Rabin’s assassination for political reasons in 1995 (he was a Labour MK and Prime Minister), a Right wing government ruled for three years. The peace negotiations were stalled. The economic situation of the country and of the Government’s constituency has not ameliorated. Subsequent to the special elections held in the summer of 1999 a new Labour-Socialist government was instituted, including in the coalition also the ultra-religious parties which have increased their electoral power. This government has pledged to pursue an active process of peace negotiations with the Palestinians and possibly also with Syria and Lebanon. It might be assumed that internal problems would be deferred to a later time, in order to ensure support for the hard political decisions ahead.

4.3 Socio-economic realities

The area of Israel is 21,946 sq. km., with a total population (at the end of 1996) of 5.8 million - 4.6 million Jews, 654,000 Moslems, 125,000 Christians and 96,000 Druze. Israel’s population is mostly urban (91.2 %). There are eleven towns with a population of over 100,000, the largest being Jerusalem (pop. 591,400), Tel-Aviv/Jaffo (pop. 356,000) and Haifa (pop. 252,000); approximately a quarter of Israel’s population resides in these three cities. The central area of Israel, comprising the greater metropolitan area of Tel Aviv, numbers 2.6 million residents. Most Arab residents live in villages and small towns: 27 percent live in local authorities populated by less than 10,000 residents, and 34 percent are found in towns populated
by 10,000 to 50,000 persons. Sixteen percent of the Arab population live in Jerusalem (CBS, 1999).

The average population growth rate in 1996 was 2.6% (2.1% among Jews, 3.5% among Moslems). In general, Israel’s population is quite young: 29.4 percent are between 0-14 years of age, and 9.6 percent are over 65 (among the Arab population, 39.6 percent are between 0-14, and only 3.1 percent are elderly persons over 65). (CBS, 1999). Life expectancy (1994) was 74.6 years for males and 78.4 for females, comparable to that in the UK (73.6 and 78.7, respectively) (UN, 1996).

During 1990-1996 the population of Israel grew considerably, primarily due to the great immigration from the former Soviet Union, when over 770,000 immigrants arrived. Very active politically, they have established two political parties and are participating in the current Government. Their presence is felt in all aspects of life, economically and culturally. Since 1997 the immigration has sharply declined; only 57,000 immigrants arrived in 1998.

Another distinct group of new immigrants originated from Ethiopia. Since the mid-1980s approximately 50,000 Jews have arrived (CBS, 1999). Most of them used to live in villages and worked in agriculture; the hardships of the journey divided many families and took many lives, and consequently a large proportion of the newcomers is composed of one-parent families. Their acculturation process has been very painful, as they have encountered in Israel a totally different society than the one left in ‘the old country’.

Israel’s economy is based on industry and services. Leading products include chemicals, metal products, diamonds, precision instruments, electrical and electronic equipment, plastics and foodstuffs. The chief exports were, in 1995 (in US million dollars): diamonds, 4,920; chemicals and chemical products, 2,370; machinery and equipment, 960. The main export markets were the US (30%), UK (6.1%), Germany (5.5%). Over two million tourists visited Israel in 1995, on religious pilgrimage or in search of ‘sea, sun and sand’ (Statesman’s Yearbook, 1997).

After powering economic expansion in the earlier years of 1990s, an economic decline began in mid-1995, due both to international crises in the Far East and former Soviet Union and to political stagnation. This was not a real recession, as growth continued sluggishly, at a pace slightly faster than that of the world as a whole. In 1994 Israel’s GDP was 6.5%, as compared with UK’s GDP of 3.8% and 4.1% in the US (UN, 1996). By 1998, the real gross domestic product shrank to 2.7%. Policy in
1998 focused on stability, hence it ascribed higher priority to deflation, build-up of foreign reserves and fiscal restraint, at the expense of stimulation of growth (Israel Yearbook, 1999). At the same time, the unemployment rate surged to 8.6%, affecting primarily residents of Jewish peripheral towns and Arab localities, recent immigrants and the poorly skilled.

Poverty continued to prevail among Ethiopian immigrant families, and 62 percent of Ethiopian-origin families with children aged 12-18 had no breadwinner. Among those employed, 63% of the fathers and 72% of the mothers held unskilled jobs (Israel Yearbook, 1999).

**Education.** There is free and compulsory education from ages 4 to 16 and optional free education until 18. The centralised school system is state-controlled and funded by the Ministry of Education in co-operation with the local authorities; a number of private schools are affiliated with religious foundations – Jewish, Christian and Moslem – or maintained by private societies.

The level of education has increased significantly over the past thirty years: in 1970 the median number of years of schooling in the total population was 8.8, meaning that about half of the population had barely an elementary school education. In 1980 the median rose to 10.7, and in 1996 it showed 12.1. Today many more people than before have a full high school education and beyond: thirty-seven percent of the Jewish population and 15.3% of the Arab population have studied more than 13 years.

The State of Israel has succeeded in eradicating illiteracy almost totally, and today only among older women one can find less educated persons. Among the Jews, 14 percent of women aged over 65 have an education of four years or less; the percentage rises sharply among the Arab population, with 60 percent of the women and 28 percent of men aged over 65 having studied 0-4 years only (Adoni, 1992).

Aiming at providing one computer for every ten schoolchildren, Israel has embarked upon a long-term programme of computerisation of public schools. The state shares with the municipalities the funding of the project. During 1993-1997 almost one thousand schools (33 percent of the total number) were computerised, with emphasis placed on the integration of the computers in the teaching/learning processes; copious in-service training was offered to teachers.

Israel boasts an excellent higher education system, often charged of elitism because of its stringent admission requirements. There are seven universities with a
total enrolment (in 1995/96) of 103,000 students, studying law, engineering, medicine and agriculture in addition to the more traditional study of humanities, social sciences and exact and life sciences (Statesman’s Yearbook, 1997).

Lately, the elitism of higher education was challenged by several factors: the increasing number of students earning matriculation certificates, the newly aroused interest of disadvantaged population groups, the rising number of occupations that require a certificate or academic degree and the financial advantage of holding an academic degree (both in terms of general prospects and civil service salary grade). The higher-education system is gradually sorting itself into research-based universities and colleges that emphasise teaching, not unlike the situation in Britain prior to 1992. Forty colleges operate now in Israel, among them eighteen teachers’ colleges and twenty-two other higher-education institutions, including regional colleges.

A recent development has been the proliferation of extensions of overseas universities, primarily from the UK. These ‘foreign branches’ avoid the Israeli Universities’ rigidities and offset their higher fees with shorter degree programs that have minimal requirements and offer credit for practical experience and non-academic courses (not recognised by domestic institutions). In general, their degrees are recognised by government agencies for wage and promotion purposes, but not by Israeli higher institutions for more advanced studies. There has been some controversy about the status and quality of these initiatives.

**Leisure and Media.** Almost all the Israelis read newspapers, and close to 75 percent of the population read at least one book per year, according to the findings of Chana Adoni (1992). Nevertheless, Katz & Adoni (1992) insisted that Israelis are moving from high-culture consumption to low-culture consumption, particularly frequenting restaurants and pubs (70% and 43%, respectively; in 1970 only 23 percent went to pubs and clubs), taking trips abroad (57%) and watching videocassettes (49%). Most Israelis (96%) listed as their pastime listening to the radio, exactly as in 1970, before the advent of television. Only a third of the respondents appeared to be active readers who read at least one book a month. Katz & Adoni also showed that concomitantly with the increase in low-culture activities, there was a considerable decrease of the time dedicated to high-culture activities. A survey carried out by the Central Bureau of Statistics showed that Israelis spent on average 125 minutes a day watching television, 108 minutes in social activities, 33 minutes were dedicated to sports and other hobbies and 17 minutes to the reading of newspapers and journals.
Only fourteen minutes, on average, were spent reading books (CBS, 1994). In all these respects, Israel is not different to other countries in the Western world. Adoni (1992) concluded that book reading meets different needs than those met by television, and the level of substitution between them is low.

The latest available statistics about book publishing in Israel refer to 1992. In that year, 4,608 books were published, including textbooks. The output of first or revised editions totalled 2,310 titles; seventy percent of those were Hebrew originals. Fiction and poetry topped the list with 643 new titles. Among the non-fiction new titles published there were 301 engineering and technology books, 301 books in humanities, 182 in Jewish studies and 206 books in the social studies. It appears that Israeli children do read, as evidenced by the relatively large number of new titles for children and young adult published in 1992 (244 new books). A bibliographical CD released in 1998 listed more than 10,000 titles of works for children published in Hebrew since 1988 (originals and translations, including reprints of earlier publications). The total output of books per thousand population was 109, a slight drop since 1966, when 2,230 titles published resulted in 119 books per thousand people (CBS, 1999).

The population of Israel is well served by a large and growing number of periodicals. Among the 1,121 periodicals reported by the Central Bureau of Statistics (CBS, 1999; Table 26.4) there are eighteen daily newspapers, seven of them in Hebrew. More than half the periodicals are in Hebrew, 289 are published in English, 60 in Arabic and 37 in Russian. Over nine hundred periodicals are listed as ‘specialised’, and indeed all subjects are covered, including 25 periodicals in computers and statistics, 37 in medicine and eleven magazines for children. Although Israel lacks the population to sustain the sort of magazine market found in the Western World, the past few years have witnessed a proliferation of specialised popular Hebrew-language magazines focused on diverse topics such as consumerism, travel, fitness and sports or photography. In 1998 there were seven travel magazines in Hebrew, including a translated edition of the National Geographic. The new magazines printed on glossy paper and picture-laden are quite expensive.

Internet has become a widespread form of pastime for Israelis, and in late 1998 there were about 800,000 surfers, including 37 percent of all children aged 12-18. Ten percent of Israel’s residents had regular access to Internet, about the same level as in UK and Japan (Israel Yearbook, 1999). The main uses of Internet were information, followed by entertainment. Over ten thousand Israeli sites in Hebrew have appeared
on the World Wide Web during 1998, as more and more businesses made use of the new medium.

The extensive use of Internet (and English), along with the fact that the great majority of movies and most cable TV programmes are imported from the US, highlighted the problem of the foreign culture influence on Israelis, particularly on the young generation. At the end of 1998, a new ‘Hebrew Songs Law’ was passed, stipulating that at least half the songs played on the Voice of Israel and the Army Radio Channel must be in Hebrew, in order ‘to create a protective rampart against the Americanisation trends in Israeli society’ (Israel Yearbook, 1999).

4.4 Development of Public Libraries in Israel

4.4.1 Beginnings

Public libraries have been in existence since the first Zionist pioneers settled in Palestine. Along with Jewish religious resources, these libraries included also secular material in Yiddish, Russian, French and German, with a distinct bias towards the socialist ideology that characterised the first waves of immigration. Libraries also maintained collections of books in agriculture, the primary occupation of the new immigrants. The continuous philanthropy of the French Jewry before the First World War was instrumental in the development of small libraries in the majority of the new settlements (Schidorsky, 1989). When the Jewish National Library was established, in 1920, it functioned also as a central public library, allowing free access to all.

Since the thirties, the General Federation of Workers was responsible for the opening of many new libraries all over the country. In most localities the libraries had Hebrew language secular book collections housed in closed stacks and serviced by non-professional library workers; religious literature was conspicuously absent. These libraries were open to the public a limited number of hours every week. The collections of the large city libraries (in Tel Aviv, Jerusalem and Haifa) were quite large and included material in several European languages. Sever & Sever (1997) argue that libraries did not play an active part in the acculturation and social integration of the new immigrants who arrived in large numbers during the 1950s and 1960s because librarians were not professional enough to understand their social role. Indeed, as is manifest in all the issues of Yad la-kore from this period, most public librarians lacked any systematic professional education. Furthermore, inadequate
library collections in languages unknown to a large proportion of the newcomers distanced them from library services, particularly as many immigrants originating from Arab countries were not accustomed to library use.

Since the late 1960s and beginning of the 1970s, the State has begun to take a keener interest in public libraries. The Unit for Public Libraries of the Ministry of Education and Culture, established in 1947, extended library services to new development towns, taking into consideration the special needs of the local community (Sever, 1995). C. I. Golan, the legendary founder of the Unit, famous both for his unrelenting advocacy of public libraries and for his initiatives, began the practice of allocating matching funds to local authorities towards the upkeep of public libraries. In return, each library agreed to the Unit’s professional supervision and control, including the selection of library staff. The policy, intended to ensure that new public libraries would be managed at a suitable professional level, was not implemented in the large cities. The Unit’s policy maintained ‘positive discrimination’ towards immigrant and disadvantaged populations, aiming at the reduction of the economic and cultural differences in the Israeli society. As a result, during this period new libraries were more advanced than some of the old and established ones (Sever & Sever, 1997).

The first part of the seventies was a period of rapid development. New libraries appeared in almost all the towns, including many Arab ones, and modern library systems began operating and offering a wide range of services to adults and especially to children. These years saw also the enacting of the Public Libraries Law in 1975, following a long and tedious process.

The resulting law disappointed. It was not an obligatory law, but rather a recommendation that could not ensure the continuing existence and stability of the public libraries. The law stipulated that the Minister of Education and Culture was entitled (following consultations with the Minister of Finances and the Interior Minister) to bestow the status of ‘public library’ on libraries that fulfilled certain conditions. However, economic considerations prevented the Minister from articulating the minimum services to be provided and issuing regulations concerning the resources necessary for effective management; the funding provided was insufficient, and consequently, public libraries became dependent upon changing local circumstances, and the provision of services has been very uneven.
New political agendas prevented the dynamic development of public libraries. In 1977 right wing and ultra-religious parties replaced the socialist parties that had governed the country since the beginning of statehood. The new political coalition gave preference to other areas of cultural development, such as growing support for religious activities. Even when in further elections other governments came to power, religious parties continued to sit in the coalition and retained control of the Interior and Education Ministries responsible for the funding and development of public libraries. When in 1993 the left-wing MERETZ party received the portfolio of the Ministry of Education and Culture, public libraries saw a short revival. Special budgets designated for the library development in the Arab sector, computerisation of libraries and acquisition of books in Russian were added, increasing the total budget of the Department of Libraries by 50 percent. Although these were considerable sums, they fell short of the needs created by fifteen years of neglect and by the new demands from a modern public library system. It seems as if the momentum to develop public libraries has slipped away.

4.4.2 Public library – ideals and realities

The support of the State has steadily decreased, while, at the same time, the number of public libraries has grown. In 1968 the budget for libraries constituted 6.8% of the total budget for culture, and served 56 administrative units, about a quarter of the public libraries in the Jewish sector. In 1996 the budget for allocations to public libraries has shrunk to 2.8 percent of the Culture budget (Council, 1997), although 174 units have meantime become entitled to State support. Consequently, while in 1968 the ‘supported libraries’ received half of their budget from the Ministry, in 1996 the limited funds could provide only eleven percent of the funds needed, on the average, as illustrated by Table 4.1 (overleaf).
Table 4.1. Public Libraries Funded by the Department of Libraries, 1996  
(in millions shekels (NIS).  1 £ = ca. 7 NIS)

<table>
<thead>
<tr>
<th>Number of administrative units</th>
<th>Total expenses</th>
<th>Government Allocation</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cities - 38</td>
<td>36.3</td>
<td>2.8</td>
<td>8</td>
</tr>
<tr>
<td>Local Councils - 53</td>
<td>16.1</td>
<td>1.8</td>
<td>11</td>
</tr>
<tr>
<td>Regional Councils - 38</td>
<td>11.8</td>
<td>2.4</td>
<td>20</td>
</tr>
<tr>
<td>Arab Localities - 45</td>
<td>7.7</td>
<td>1.2</td>
<td>15</td>
</tr>
<tr>
<td>Total = 174</td>
<td>72.0</td>
<td>8.1</td>
<td>11</td>
</tr>
</tbody>
</table>


The direct State allocation to public libraries was, in 1997, 1.70 NIS per person (less than 25p). Although Israeli public libraries were supposed to adhere to the UNESCO manifesto and its principles (to lend library materials with no charge, to provide materials to special populations, including material in foreign languages, and to represent a variety of media), in the absence of adequate funding libraries began charging annual membership fees and offering primarily book collections in Hebrew. The State Comptroller’s Report for 1991 emphasised that the practice of charging fees had a negative impact on library readership, as evidenced in Jerusalem in 1986. The recommendation, however, merely tried to bring libraries, as state-supported agencies, to abide by the law, and the Comptroller urged the library community to consider adapting the law to economic reality by permitting the collection of fees.

The collective stock of books in Israel’s public libraries was, in 1993, close to eleven million volumes (approximately two volumes per person), but only seven percent of the books were “new” (Council, 1999). The inadequate budgets prevent libraries from acquiring richer collections, causing many readers to complain about the scarcity of new materials. In 1995 libraries acquired a total of 380,000 books, much less than the recommended annual acquisition (Recommendations, 1978).

In the nineties, public libraries have begun to enrich their collections with audio-visual and digital resources, according to local initiatives and budgets. Except for a few notable libraries, most public libraries have meagre video and music collections, which are generally not loaned. Precise data are not available.

Public libraries have responded to the continuous influx of immigrants by offering differentiated services and approaches. Most libraries have collections for adults and children in Russian and English, including magazines and daily newspapers. A number of libraries collect printed materials also in French, German,
Rumanian, Georgian, Indian dialects, Amhari or Yiddish (Dotan, 1999). Several libraries have initiated 'clubs' in various languages, centred on diverse activities such as a Yiddish choir or a Russian drama circle. Two libraries have been designated 'central foreign language libraries', one specialising in French materials, the other in Russian. Funded partially by the Ministry of Education and Culture, these libraries manage a high-traffic interlibrary loan programme with the free participation of all the interested public libraries in Israel.

Data on membership in public libraries show a steady decline, from a high of almost 29 percent in 1983-1985 to 18 percent in 1993 (Department, 1999). Forty-eight percent of those registered in 1993 were children aged under 14 (CCIR, 1995). As the figures grouped together adults and adolescents aged 14-18, it would be correct to assume that the number of adults using library services is very low.

The majority of libraries do not collect data regarding in-house use of resources, but available data from Tel Aviv Municipal Library may indicate existing trends in other libraries as well. While the number of loans has been steadily declining, from a monthly average of 64,326 in 1991 to 54,603 in 1995, the number of users in the library was increasing by 45 percent, from a monthly average of 22,522 in 1991 to 32,570 in 1995 (Council, 1999). The in-house use refers also to the provision of assistance to high school students writing academic reports and papers in lieu of matriculation examinations. Most libraries provide group instruction to elementary school children in information literacy, in addition to the more habitual reference service to individuals. According to a survey by the Centre for Cultural Information and Research (CCIR, 1993), in 1991, eighty-two percent of the libraries have conducted cultural programmes; the most widespread activity was storytelling for children, followed by library orientation and instruction programmes for school children. Libraries carried out also activities for adults, particularly study groups, lectures and meetings with authors.

Since 1983, public libraries have adopted computerised management systems in order to provide better and more efficient services to the public. Official data from 1993 show that 43 percent of the urban libraries, 65 percent of the town libraries, 15 percent of the regional libraries and 21 percent of the Arab libraries were computerised (Council, 1999). These figures do not reflect in any way the great advances made in this direction since 1993, with the support of the Department of Libraries.
In 1993, there were 1,393 library workers employed in public libraries, and 39 percent of them were professional librarians. In regional libraries, which serve rural populations, only 29 percent of the staff were professional librarians (CCIR, 1993). Most of the library staff were employed part-time, often only in the afternoons when the majority of libraries are open to the public; altogether, there were 745 full-time positions, much less than the recommended number (Recommendations, 1978b). Fifty-one percent of library employees had only a high school education, 18 percent held teaching diplomas (some, but not all, were graduates of academic teachers' colleges) and 22 percent were graduates of universities (five percent held a M. A. degree). (CCIR, 1993).

The shortage of staff is the result of low budgets and low priorities accorded by local authorities to public libraries. The very low salaries and the difficult work conditions do not attract highly professional librarians to public libraries, especially at a time when specialisation and multiple skills are in high demand. The Long-Term Plan for Public Libraries in Israel (Council, 1999) stressed that libraries were in need of professionals in non-library fields, such as hardware and software experts, specialists in information and communication, publishing, organisation of events etc.

4.5 Library Education in Israel

The idea of library education in Israel preceded both the establishment of the State of Israel and the establishment of the national library. When Heinrich Loewe, a nineteenth century Jewish German Zionist, presented his plan for a Jewish National Library in Jerusalem before the 7th Zionist congress (in 1905), one of his proposals referred to the necessity of securing professional librarians, in order "to avoid the destruction of the library by amateur-librarians" (Schidorsky, 1989). The Jewish National Library was founded in 1920 (five years before the Hebrew University) and Dr. Hugo Bergman was invited to serve as its first Director. As the library lacked qualified personnel, Bergman sent several librarians abroad, to get their library education at the ALA-sponsored library school in Paris and at the School of Librarianship at the University of London. With the establishment of the Hebrew University in 1925, the Jewish National Library began serving also as the university central library (the official name was changed to Jewish National and University Library, or JNUL in brief). Fearing that the university would not be able to send
many librarians abroad, due to financial constraints, Bergman suggested organising in Jerusalem several library education courses, some of which could serve also the foreign educated librarians, by complementing their previous studies. Bergman's proposals stressed bibliography (Jewish, Hebrew, Yiddish and Oriental bibliography), and included also Jewish and Oriental studies, along with library management, cataloguing and classification. The plan was never achieved, as the university administration was reluctant to upgrade the librarians (Schidorsky, 1989). Deeply convinced that the library should and could serve as a cultural centre of each local community, Bergman felt that the teachers, carriers of culture, should be put in charge of local libraries, following a period of training. To this end, he proposed that the curriculum of teachers' colleges should include also 30 hours of basic principles of librarianship (Sever, 1981). Although Bergman did not see his library education plans fulfilled, he indicated the direction which library education in Israel would take later.

During the thirties, the policy of the JNUL changed markedly. As Sever (1981) has correctly identified, the new Director, Gotthold Weil, who had arrived to Palestine along with many other Jewish intellectuals following the rise of the Nazi regime, patterned the JNUL in accordance with the European tradition of a scholarly university library serving the needs of an academic elite. The library ceased to be open to the public and the open shelf arrangement was changed to closed stacks. Reference librarians were rare, as it was assumed that scholars were also 'finished' bibliographers who knew their way among the rich resources. During Weil's tenure (1935 - 1947), the library service has become a technical-clerical occupation and many 'librarians' employed at the JNUL were academics with no library education. Weil discontinued the policy of educating librarians abroad, and conducted only sporadic training sessions of one to seven days, along with routine on-the-job training. During the thirties and forties, the political situation of the Jewish community in Palestine as well as worldwide (the years of World War II, the Holocaust and the Israel War of Independence) pushed aside most educational preoccupations, including library education issues.

Curt Wormann assumed the Directorship of JNUL in 1947 and served as head of the library for the following twenty years. His active participation in every facet of library and information services has greatly contributed to the advancement of the profession. The period, shortly after the founding of the State, was characterised by mass immigration, and, as Wormann considered the library an effective instrument of
acculturation, he strove to enlarge its influence. Like Bergman in the 1920s, Wormann believed that the future of research activities in Israel was dependent upon the education and training of a young generation of librarians (Wormann, 1963), but, despite his pleas, the establishment of a library school in Israel had to be postponed. JNUL had lost its premises and its collections during the War of Independence (1948-49), and the reorganisation of the library on the new campus at Givat Ram required all the attention of the professional leadership. After the rebuilding of the JNUL in 1954, the issue of the library education in Israel was reopened. In response to Wormann's request, UNESCO sent a specialist to survey libraries and librarianship in Israel and to provide advisory services regarding the foundation of a library school. The consultant was Leon Carnovsky of the University of Chicago, and his 19-page report (Carnovsky, 1956) included explicit recommendations for every aspect of the library school, including curriculum, admission requirements, faculty qualifications and facilities needed for a twin programme in library studies and archival studies. According to the library philosophy of the University of Chicago, Carnovsky's programme emphasised the social role of the library, which, he believed, suited also the situation in Israel. Nevertheless, Carnovsky left room for changes, as he believed that any "programme, however sound elsewhere...must always be evaluated in the light of conditions in the country immediately concerned" (Carnovsky, 1956, p. 5). His recommendation was that the school should offer only a graduate diploma in librarianship ("qualified librarian") rather than a master's degree, until it would secure a larger full-time faculty.

The School of Librarianship opened at the Hebrew University of Jerusalem in 1956, and served as the only academic programme in the country for 16 years. Sever (1981), himself a University of Chicago graduate and a harsh critic of the Hebrew University LIS programme, claimed that despite Carnovsky's curricular recommendations, the department has never focused on social issues. During many years it over-emphasised classification, cataloguing and bibliographical studies, and since the advent of information technologies the emphasis has moved towards information science, with the 'administration and society' track attracting invariably fewer students. Since 1972, the school has been granting both the graduate diploma and a master's degree in library science that required a long research-based thesis.

During the 1960-1975 period, new universities -- Tel Aviv University, Bar Ilan University, University of Haifa, Ben Gurion University and the Open University --
have joined the ‘old’ institutions – the Hebrew University, the Technion and the Weizman Institute of Science. Academic Teachers’ Colleges mushroomed and additional research institutes were founded, and libraries grew in importance as gateways to information.

The need for librarians prompted the establishment of two additional library schools, at the University of Haifa in northern Israel, and at Bar Ilan University, in the Tel Aviv area. These programmes differed from the older programme of the Hebrew University: that of the University of Haifa was committed to a social orientation (Sever, 1973), and the programme at the Bar Ilan University (a religious academic institution) stressed Judaica resources. Both programmes offered the graduate-level qualified librarian diploma, and at Bar Ilan University students may study library science at the undergraduate level as well, as a minor concentration. Since 1994 Bar Ilan University has been offering only B. A. and M. A. degrees, and the ‘qualified librarian’ post-graduate track was replaced with a non-thesis M. A. programme.

Parallel to these developments, which provided professional librarians mainly to academic libraries (Schidorsky, 1989; Zweig, 1992), a non-academic type of library training was in existence under the auspices of the Department of Libraries of the General Federation of Workers (the Histadrut). The Federation, which was responsible for the organisation of a large network of public libraries throughout Israel, was concerned about the shortage of qualified library personnel. As professional librarians were not readily available, the initiation of short-duration non-academic programmes seemed the simplest and most expeditious solution. As related by Barkay (1971), then Chairman of the Israel Library Association (ILA), it was decided in 1958 to imitate the British system (at that time) of chartering librarians through formal examinations based on a national syllabus (cf. Moore, 1990). The ILA instituted two level examinations. Successful graduates of the lower level exam were awarded the ‘assistant librarian’ certificate, and those who passed the second-stage examinations obtained the ‘librarian’ diploma. Unlike the UK situation, where the LA administered the exams but selected further education institutions taught the library science programme, the Israeli Library Association took upon itself to conduct preparatory courses toward the examinations at various locations all over the country, each course lasting approximately 300 contact-hours. The lower level course taught mainly basic practical aspects of library and information services such as cataloguing, classification, basic bibliography and filing of catalogue cards, and the second level
expanded the cataloguing and bibliography studies and taught practical principles of library management and children's literature.

The 'ILA courses', as they were colloquially known, had many deficiencies and drew serious opposition. It was mentioned, for example, that the teachers were practising librarians with no teaching or research experience, that no attempt was made to co-ordinate curricula, teaching materials and teaching methods among the various courses, and that the level and scope of those courses was uneven. Another reproach voiced related to the overall quality of the students, who were required to possess only a Matriculation certificate. Many felt that the low admission requirements attracted to the ILA courses mostly 'second rate' candidates, yielding librarians who lacked a solid cultural basis or leadership qualities; this, it was asserted, was bound to perpetuate professional stagnation in public libraries (Sever, 1981). However, despite their many deficiencies, these courses have contributed to the awareness that library work was a learned occupation, and have raised the level of library service in public and school libraries.

The Public Library Law adopted in 1975 stipulated, among other clauses, that only public libraries staffed by professional librarians could benefit from governmental funding. At about at the same time, the newly established Council for Public Libraries adopted the principle that non-academic librarians should have, at least, the same education as elementary school teachers, which, at that time, meant a two-year full-time programme. Furthermore, it was suggested that the ILA courses should be discontinued, and library education at the para-professional level should be transferred to teachers' colleges throughout Israel (Hakhsharat, 1985). It should be noted that the British system which had served as model fifteen years earlier had meantime undergone major revisions, and since the beginning of the 1970s the [British] Library Association has ceased setting 'external' examinations retaining only facility to approve courses conducted in universities.

ILA's initial resistance to this recommendation postponed its implementation, but gradually the opposition weakened. Since 1985 three programmes geared specifically to the needs of the public and school libraries have evolved: at Beit Berl College, in the central area of Israel, at Oranim, in the Northern area, near Haifa (where a pioneering programme was in existence since 1978), and at Kay College, in the Southern city of Beer Sheba. In 1994 the Kay programme closed, but an additional programme, specialising in library services for schools and children, opened at David
Yallin College in Jerusalem (Council, 1999). These programmes have received the approval of the Education Committee of the Council for Public Libraries, following a rigorous examination of their curricula, faculty and admission criteria. In addition to library and information studies, the two-year full-time programmes include general education courses in various fields of studies (mainly humanities and social sciences). Graduates of the programmes are awarded the ‘Certified Librarian’ diploma.

For the past four years, there has been a concerted movement toward the ‘academisation’ of all levels of librarians. The Israeli Library Association and the Council for Public Libraries have acknowledged that a two-year programme could not produce adequately educated librarians, necessary in the new school library media centres and in public libraries. During this time Teachers' Colleges have prolonged their programmes to four years and have begun to grant their graduates B. Ed. degrees. Consequently, library educators and leading practitioners claimed that library education should also change in order to keep up with the original recommendation of the Public Library Law, that library education should be equivalent to teacher education. Another often-heard argument related to the professional nature of the library service, which called for a solid academic preparation, as customary now in Israel for other recently established professions such as social work, teaching and nursing.

Beit Berl College, which has conducted since 1987 the largest professional library education programme, has already approached the Higher Education Council and asked for permission to grant the B. A. degree in Library Studies upon completion of a revised four-year programme. Meantime, interested students can register on a joint programme with the Open University of Israel and pursue academic studies in social sciences along with library and information studies.

4.6 Continuing Professional Development

4.6.1 Historical Perspectives

No comprehensive study has ever been undertaken concerning the continuing professional development or activities of Israeli public librarians. Consequently, Yad la-kore, the Israeli librarians' journal, was scanned for references about the Israeli Library Association's stand on library education in general and librarians' continuing education in particular.
The journal was initially published by the General Federation of Workers, who was very active during 1930-1960 in providing public library services. In the first issue (May 1946), the editor lamented the absence of a professional library organisation designed 'not to watch over economic interests, the trade union takes care of that...[but] an organisation that aspires to raise the professional level of its members...' (p. 8). During the fifty years that have passed since then, the Israeli Library Association has practically abandoned its original mission, concentrating instead on the negotiation of higher salaries and better working conditions for librarians, as if it were a trade union. In a later issue of the same volume (Sept. 1947), the editor addressed directly the issue of library education which had been neglected, resulting in an acute shortage of librarians and a total lack of younger librarians. It seems that the need to provide basic education for the unqualified practising librarians has consistently overshadowed the need for the continuing professional development of librarians.

An extensive search of the journal failed to reveal any purposeful call for CPD, as found in other countries. The very few references to the need for CPD were rare and dated mostly from the 1940s and early 1950s; throughout the years they seemed to fade away. Was it assumed that professionals would know how to maintain their professional knowledge and would continuously update their skills? The Library Association (ILA) did not concern itself with the maintenance of the professional competence of its members. The word ‘training’ appeared quite often in the journal, but it referred to basic training and not to CPD. To this end the association organised courses, seminars and conferences all over the country.

In September 1949, when the first library course ended (it comprised of 27 study hours), the graduates asked to receive further training, as they felt that they had many deficiencies and ‘have not yet reached the level of real librarians’ (v. 2, p. 71). A year later, there were already 84 qualified librarians among the 269 library workers, prompting the editor to declare: ‘the councils should release librarians to study and librarians should understand that work experience does not compensate for a lack of theoretical studies’ (v.2, p. 187).

In November 1951, sixteen librarians attended a conference held in the Upper Galilee. Two topics were discussed: the advisory role of public librarians and technical aspects of cataloguing. Representatives of the Ministry of Education and Culture expressed their concern at the continuing low participation of librarians in
CPD events, feeling that ‘as long as library work is considered a secondary occupation…. there will not be salvation for the library’ (v. 3, p. 58).

The Israel Library Association affiliated with the General Federation of Workers was officially founded in May 1952, ‘to raise the condition of the librarian professionally and materially…. to raise the image of library service and ameliorate the conditions of library workers’ (v. 3, p. 137). This dual mission continued for many years. Academic librarians, including the Director of JNUL, were active members and held most positions of responsibility.

At the founding convention it was agreed that the Association should publish professional books and should consult with similar associations in other countries concerning the proper professional training of its members, including exchange of librarians (p. 139).

In April 1957 the second conference of the Israel Library Association took place in Tel Aviv, with the participation of 200 members. Lamenting the low status and low image of public librarians, Wormann called upon all librarians to become members of the association and thus contribute to the advancement of library and information services. The low membership and slight attendance at various events perpetuated a limited programme, particularly as it was all based on the voluntary activities of practising librarians. For example, Yad la-Kore was published infrequently due to personal problems such as ‘the editor went abroad for one year, another member of the editorial board left the profession’ (v. 6, p. 178). A cursory look at ILA’s record of CPD activities in the winter of 1958/59 finds two lectures in Jerusalem (one of them about the Library of Congress), two lectures in Tel Aviv (one of them about libraries in Europe), and a one-day seminar in Haifa on ‘The Library Mission in Response to World Wide Developments – the Rise of the Neighbourhood Library’ (v. 5, p. 157). It seems that, as public libraries were not yet very well developed, the Association tried to imbue a sense of mission, enthusiasm and professional pride by presenting the achievements of foreign libraries and librarians, particularly from the US and UK.

At the third librarians’ conference in 1962, a decade after the founding of the Association, the membership stood at 550 librarians employed in all types of libraries. Wormann, Chairman of the Association, reported that ILA has made great strides in raising the image of the profession and providing library education and continuing education ‘in many ways, including publications and playing an active part in the
development of libraries in Israel’ (v.4, p. 268). The protocol of the conference showed that librarians complained that employers did not allocate funds for professional literature and Bracha Abramowitz, a school librarian who later won mythological fame, stressed that the conference should ‘declare its intention to strengthen the professional awareness of its members’ (p. 272). The contents and operation of Yad la-Kore generated high interest and drew many suggestions. The conference established five standing committees, one of them being the Committee on Education and Training. At a subsequent meeting of the executive board, Wormann expressed his opinion that courses were not the only means of self-learning, and reiterated that the publication of ‘scientific’ library and bibliography books could provide another method.

In 1965 the Centre of Instruction to Public Libraries, a professional non-profit organisation, was founded by the Ministry of Education and Culture, the Israel Library Association and the Hebrew University of Jerusalem. Although its name was changed in 1993 to The Israel Centre for Libraries (ICL) in an attempt to attract librarians from all sectors, it still caters mostly public libraries. The Centre’s stated goals include the provision of ‘practical professional tools for librarians in the field’ and of CPD activities for library employees (‘training of librarians and assurance of professional updating in the field’) (ICL, 1999). Sever & Sever (1997) explained the establishment of ICL as a result of the inability of public libraries to provide high quality service without centralised cataloguing, information services and acquisitions. The method used by the small Scandinavian countries of providing these services on a national scale was considered appropriate to Israel as well, and adopted. A practical consequence was that the organisation of courses and seminars, as well as the publication of professional literature, were gradually transferred from the Israeli Library Association and the Department of Libraries to the new agency, and ILA’s activities in the field of education or continuing education dwindled away.

A letter to the editor in 1977 complained that ‘employees who, by their nature, should be up-to-date and aware of innovations in order to provide a more efficient service to the public are neglected and nobody cares about them’ (v.17, p. 162). The writer expressed the disappointment of public librarians who had arrived from all over the country to participate at the conference of school librarians ‘only because there are no other venues’ who then found many topics uninteresting. She went on to suggest the addition of another year of study (level III) for those who had completed
their studies some time previously and need 'refreshing and updating of their knowledge and their professional development' (p. 162).

It appears that her complaint was not unfounded. A year later, the chairman of the Public Library Division of ILA reported to the Association's council that 'there are problems in the Public Library Division. There is bitterness, demoralisation and alienation. This year the ILA has not organised any training activity' (v. 18, p. xvii).

The Centre's immediate target was to organise preparatory courses in basic library topics so that non-qualified librarians pass the ILA examinations; this activity continued until 1985 when the courses were replaced with academic courses. Since then the Centre has served as the major CPD provider for the public library sector.

Currently, the only connection between ILA and library education has been limited to participation in various committees concerned with library education and continuing education and the sponsoring of various programmes conducted elsewhere. ILA has taken upon itself to advance the professional integration of the professional librarians who have immigrated to Israel during 1990s. As the public library service is strongly connected to the society and its ideals, librarians are supposed to be knowledgeable about the culture of the community served. New immigrant librarians were ignorant of Israel's history, literature, religion and social and political structure; their language skills were also minimal. During 1991/92 four 'refresher' courses specially designed for former Soviet Union-educated librarians took place at the four leading schools of library and information studies in Israel. The majority of librarians who undertook the programme found employment immediately upon completion. Since then, ILA has been in charge of CPD courses at a more advanced level in the same subjects, thus ensuring that the newly immigrants had the necessary knowledge and were able to provide reference services for children and young adults.

4.6.2 Providers of CPD activities

Different kinds of organisers provide CPD activities, some geared specifically to library staff, others being general higher education institutions or private companies that offer specialised courses. The library and local authorities (that is, the employers of public librarians) also offer a variety of CPD activities. The information for this section has been first collected from records on file at the Department of Libraries; personal conversations with the agencies involved and examination of their Web pages and printed advertisements followed. First to be considered are the professional
knowledge organisations in the fields of library and information services that direct their offerings to library and information workers.

The Israel Centre for Libraries (ICL) is a comprehensive provider of CPD. It organises courses, seminars, institutes and conferences, publishes professional literature (their latest catalogue shows fourteen titles of original monographs on library topics), arranges visits to model libraries and lately it has also begun to provide on-site CPD activities, according to pre-determined library needs. A wide range of computer-related activities directed to public libraries has characterised the Centre’s courses since the beginning of the 1980s when management systems entered public libraries. Other courses are in the fields of management, updating of library basic activities and literature.

Schools of Library and Information Studies. A CPD programme designed specifically for practising librarians was offered by the Hebrew University of Jerusalem since the early 1980s; the courses teach new topics of interest, habitually in information technologies, basic library functions using information technology (such as indexing) and new library practices (marketing). Bar-Ilan University and Beit Berl College advertise their regular courses to the wide public of practitioners, on the basis of available place in the class.

Until recently, membership in the Israel Society for Special Libraries and Information Centres (ISLIC) used to be restricted to university-graduate librarians who were recommended by three other ISLIC members, bestowing an aura of elitism to the association, as opposed to the popular character of ILA. Most members came from academic institutions and special libraries, but a substantial number of public librarians who met the admission requirements registered to the association, as well. The extensive CPD activities conducted had as their intended audience academic and special librarians, and the participation of public librarians was insignificant, as evident from a report presented by Shoshana Langerman, the chairman of the training committee (Langerman, 1996).

Another type of course provider is Teldan, a leading commercial supplier of business and scientific information and a database producer. The organisation is very active in the provision of seminars and workshops, including in-house customised seminars to fit institutional needs. Most training is designed ‘to meet the needs of both information officers and expert end-users of various disciplines (engineers, health and medicine personnel, scientists, law and legal experts, etc.)’ (Teldan, 1999); however,
among the tracks offered to trainees one may find also ‘the library track’ which includes topics such as library acquisitions in the electronic age, electronic journals, or, full-text document delivery.

**Teachers’ Colleges and Universities** allow ‘auditors’ and part-time students to participate in many of their courses, granting CPD credits and sometimes even permitting the accumulation of units towards a degree or diploma. Customarily only librarians who qualify for registration are accepted (for example, only librarians holding teaching diplomas are accepted in CPD courses for teachers). The Teachers’ Colleges offer numerous courses of interest mainly to children librarians such as reading promotion, bibliotherapy, children’s literature and use of media and media production. Another provider with an educational bias is The Centre for Educational Technology (CET), a non-profit textbook publisher which became famous for the application of educational research in the design of its products. During the past decade CET has become the largest producer of digital learning and enrichment materials. CET has strong relationships with the school system and organises many training courses in connection with the courseware produced.

Librarians enrol sometimes, on an individual basis, in computer classes offered by **private computer schools**; occasionally, computer schools collaborate with libraries, selling them custom-made courses. Sivan is the largest computer school, but there are many other smaller companies, which operate locally.

**Database and computer system providers** are also among those offering CPD activities for librarians, usually as an organised programme taking place in the library, in conjunction with the purchase of a management system module. Prominent producers of databases are Amal Pedagogical-Technological Centre, affiliated with the Amal vocational school network, which has produced the first Hebrew CD-ROM database and continues to concentrate on school and educational materials, and Szold Institute for Social Research, which produces its *Index to Social and Behavioural Resources*. Both institutions conduct instruction in the effective use of their products. In addition, Amal has developed a large programme of seminars and workshops which impart IT and information skills.

**The Ministry of Education and Culture** organises yearlong courses for recent immigrant librarians with no prior knowledge of Jewish and Hebrew studies (literature, history, and Biblical studies). These courses take place at the Tel Aviv
Central Municipal Library at no cost to the participating librarians, who are also released by their employing libraries to attend the course in library time.

Among several organisations connected to the book trade and literature are the Rachel Yanait-Ben-Zvi fund, specialising in children's literature, and Beit Agnon in Jerusalem, which conduct a plethora of activities connected with Hebrew literature in general and particularly with Shay Agnon, the Israeli Nobel prize winner, such as lectures, seminars, plays and exhibitions.

Additional CPD activities are offered by local authorities to their employees, including librarians.

In Israel there is no central clearinghouse that collects and publicises all the CPD opportunities available for library workers and thus librarians interested in developing professionally have to seek suitable opportunities by themselves. Lately, the Israel Centre for Libraries began sending announcements about forthcoming events to all the librarians, at their home addresses, as well as to all library directors in Israel. In this respect, no public librarian in Israel could claim not to have advance knowledge of these particular CPD activities. Other agencies that offer CPD activities directed to librarians, such as Teldan and schools of LIS mail their advertisements to libraries, usually to the attention of the director, as well as to former participants. Teacher-librarians receive advertisements directly or through professional journals in education, such as Hed HaHinuch, the monthly journal of the Teachers Association. The Szold Institute advertises its training courses to all the educational institutions in the country, including public libraries.

4.6.3 Conferences

Five librarians' conferences take place every year in Israel. The central gathering of librarians in Israel, 'the annual conference', takes place in February or March and lasts three or four days. Until 1993 the conference was called 'ILA annual seminar', as it was organised by the Israel Library Association, and stressed topics of interest primarily to public librarians. During the past six years the conference has been organised by the Israel Centre for Libraries. Still attended mainly by employees of public libraries, although open to all library professionals, the conference boasts attendance by hundreds of librarians. It is held either in Tel Aviv or in Jerusalem, where there are large congress halls, and many librarians, especially those from distant localities, stay at hotels and take advantage of the whole range of social activities
organised during and after the convention.

The INFO annual conference and exhibition takes place early in May, concomitantly with the traditional information week, under the auspices of Teldan. The sessions, many of them conducted in English, cater primarily (but not exclusively) to information professionals from the special library sector. Every year distinguished guests from abroad lecture on various information topics or conduct intensive one-day workshops. The fees are quite high, as are the fees for all the activities conducted by Teldan, but most of the participants are funded by their employers.

In June there is the annual convention of ISLIC -- the Israel Society of Special Libraries and Information Centres. At both conferences few public librarians attend, except, occasionally, directors of the largest public libraries who have larger training budgets and can afford the registration fees.

Another related event is the school librarians' conference, which takes place in July, when the schools are closed for the summer vacation. The conference is organised by the School Libraries Division of the Ministry of Education and Culture and lasts four or five days. Professional sessions on issues related to library service to children and schools are interspersed with 'enrichment' topics such as literature and current events. One day is usually dedicated to the annual central topic of the educational system, and librarians are exposed both to theoretical lectures associated with the topic and to library oriented matters. Although the target audience of this conference is school librarians, many public librarians participate too, particularly those who work with school children.

Public library directors convene every fall at the annual 'directors' conference', organised by ICL and focused primarily on management topics. In addition there are several conferences on topics such as storytelling or children's literature, which are sponsored by libraries and are intended for librarians and teachers.

4.6.4 Professional Literature

The periodical library literature in Hebrew is very scant. There are three journals of interest to public librarians, two of them published by the Israel Centre for Libraries:

- *Yad la-kore*, used to be the quarterly journal of the Israel Library Association until 1968 when ICL agreed to be responsible for its publication; since 1995 *Yad*
la-kore has appeared only once a year as a refereed scholarly journal.

- *Basifriyot* – a monthly newsletter featuring short articles of current interest along with news from the library world in Israel and abroad. A special section features book reviews of foreign professional literature from the library and information studies field. Until the end of 1998, ICL sent it free of charge to all the libraries, librarians and stakeholders in the library community. Since January 1999 it has been distributed only by fax or e-mail to paying subscribers.

- An additional scholarly journal is *Meida ve-safranut*, published twice a year by the Israeli Society of Special Libraries and Information Centres (ISLIC). This publication emphasises topics related to IT, the virtual library, and issues of interest to the academic and special library community, along with scholarly discussion of topics of interest to the entire library community (such as copyright, preservation or library architecture, which were featured during the past year).

The majority of Israeli public libraries subscribe to these publications and librarians can read them at work. Anecdotal evidence showed that few public librarians had personal subscriptions on any journal.
CHAPTER FIVE

REVIEW OF PREVIOUS RESEARCH ON CPD IN LIBRARY AND INFORMATION SERVICES

5.1 The domain of continuing professional development

Issues related to continuing professional development (CPD) have been discussed in the organisational training literature from various perspectives. In the library literature, research in this area has been primarily driven by practical problems and rarely directed by a theoretical framework. One way of looking at CPD is by mapping its various aspects (Figure 5.1 overleaf).

Contextual aspects were examined at the environmental, organisational and individual levels.

Environmental aspects deal with a specific profession and its relationship with the maintaining of professional competence as affected by the status and image of the profession, changing job/client requirements, recognised professional qualifications and the existing learning climate. Often, professional associations address these questions while delineating steps or issuing guidelines to ensure members' continuous development. CPD at the environmental level was discussed and examined by researchers from different fields, such as Houle (1961), Roberts & Konn (1991) and Tomlinson (1997). The Library Association, in the UK, has been very vocal in arguing the importance of CPD for all its members and published a long list of papers and guidelines to this effect.

At the organisational level, the influence of various work environment characteristics on employees' CPD has been examined from different perspectives. Some of the variables investigated were the nature of job assignments, the degree of job complexity, the level of organisational technology and structure, organisational strategies, management attitudes toward CPD and employees' perceptions of organisational support. Many studies have described and documented the issues, rather than applying
FIGURE 5.1

DIMENSIONS OF CONTINUING PROFESSIONAL DEVELOPMENT

CONTEXTUAL ASPECTS

ENVIRONMENTAL
ORGANISATIONAL
INDIVIDUAL

PROCESS OF CPD

TYPE OF ACTIVITY

CONTENT OF CPD
organisational theories and researching the topics empirically. Much of the research has concentrated on engineers and other technical professionals who have been considered as the most affected by technological developments. Since the eighties, researchers from the fields of organisational psychology and management science have begun to develop theoretical constructs and to operationalise variables in order to enhance understanding of the processes that affect CPD (Steiner & Farr, 1986; Kozlowski & Farr, 1988; Willis & Dubin, 1990; Noe & Wilk, 1993). Repeatedly they looked both at organisational factors and at individual variables.

Individual characteristics of trainees have been studied for a long time in an attempt to determine what demographic, psychological, educational, professional and personal factors influenced participation in (or withdrawal from) continuing professional development and training effectiveness. Noe (1986) suggested that a variety of factors affected training effectiveness, including trainee motivation, attitudes and expectations. Baldwin & Ford (1988) and Noe (1986) found that trainees with high pre-training motivation demonstrated greater learning and a more positive relationship with training outcomes. Noe & Wilk (1993) studied self efficacy and its implication for CPD. Adult education specialists considered other key issues such as awareness of and attitudes toward CPD, motivational factors and deterrents to participation.

Another dimension that was highlighted related to the process of professional development, or the ‘how’ of CPD, consisting of the learning activities, learning principles, the sequencing of the training material and the job relevance of the educational programme (Knowles, 1980, 1990; Baldwin & Ford, 1988). Knowles developed a new discipline – andragogy – the study of adult learning, focusing on the design of learning experiences for adults.

The content, or the ‘what’ of professional development, is the third dimension. It deals with the information and skills that trainees will acquire through the professional development activity. It is usually, but not always, context-specific, and various studies examined it in relation to a certain profession.
5.2 The Library and Information Research Literature on CPD

The literature on training and development in library and information services may be classified into three broad areas:

a. Exhortative literature, which advocates the necessity of CPD and calls for better co-ordination, co-operation and evaluation of the programmes offered (Heim, 1987; Creth, 1989; Weingand, 1991);

b. Prescriptive literature -- including those works which offer practical advice regarding the implementation of CPD programmes (such as Lipow & Carver, 1992; Bessler, 1994; Williamson, 1993; Whetherly, 1994; Trotta, 1995); and

c. Research studies which examine CPD needs, delivery methods, motivational factors for the individuals' participation in CPD activities and other variables related to employees' learning and to the work environment, in relation to CPD.

The last category is of interest to the present study, and it will be elaborated. Works dealing with several aspects of CPD will be reviewed first, placing emphasis on studies of public librarians. The scope of this review will be limited to the literature on continuing professional development since the mid-eighties, with few exceptions in the case of notable earlier works.

A literature search in LISA and Library Literature revealed that until quite recently, few research studies were conducted. After almost thirty years, the pioneer study of Elizabeth Stone (1969) is still enlightening. Stone used survey methodology to investigate the factors affecting the professional growth of librarians, considering both the positive and negative factors (those that encourage librarians to continue their professional development, as well as the factors that deter them from participation in CPD). Stone studied a sample of 200 librarians, graduates of two classes of ALA-accredited library schools. The population was a cross section of the library profession insofar as types of libraries, function and position were concerned. The study used a large number of variables related to background characteristics (demographic, educational and situational), and other variables related to the respondent's professional development characteristics (such as degree and type of professional orientation, satisfaction with his career and future desires), measured using a specially constructed index score. The
professional development of librarians included both formal education, as a fully registered student, and a series of ‘professional improvement activities’, such as attendance at conferences and meetings, reading, conducting research and publishing, and participation in on-the-job training programmes, among others. Stone found a strong positive view among librarians in regard to informal activities that provided social contacts with other professionals. Stone sought also the librarians’ perception regarding the attribution of responsibility for their professional development. The majority urged library administrators to improve the organisational climate in order to foster professional growth of the staff (including opportunities to experiment with new ideas), and to offer time release in order to attend external CPD events. Incentives were found to be a major factor in librarians’ decision to attend CPD activities. Finally, the findings of Stone’s study indicated a severe lack of professional development programmes at that time.

One of the earliest UK studies was Noragh Jones’ (1977) comprehensive *Continuing Education for Librarians*. Jones argued that employers’ practices in supporting or withholding support for training activities were most important. In this descriptive-exploratory study, 149 Associates of the Library Association, who had been registered in 1966 and were still working in public and academic libraries, answered questionnaires. One hundred and five responses came from the public sector. The researcher investigated the involvement of professional librarians in continuing education activities, ‘to determine the factors which encourage and deter their participation’ (p. 2) and to determine what should be the roles of various stakeholders in the continuing education of librarians. Jones identified four groups of factors likely to encourage or deter librarians from attending continuing education activities: those centred on the individual, the work situation, the employing library and the activities themselves. Major factors were personal interest and the encouragement of senior staff. Pressure of everyday work was cited as a major obstacle. Jones recommended that the Library Association should take upon itself a more important role, including issuing a policy statement in support of the principle of updating skills and knowledge (p. 261). A further recommendation was that library staff should have a system of current awareness within their own libraries. Jones’ study was conducted at a time when the profession debated whether or not librarians should hold an academic degree. This same debate is taking now place in Israel,
and so the issue is both relevant and interesting. Jones recommended librarians to strive towards academic qualifications, which were held in higher esteem.

Jean Bird (1986) studied in-service training in public libraries in the UK from the managerial perspective, aiming at gathering data on the training conducted; consideration was also given to the needs that could be better met from external or co-operative sources. Bird mailed questionnaires to all 167 public library authorities, with a response rate of 70 percent. Most of the questions were open-ended, providing extensive descriptions of programmes and personal comments, thus adding qualitative observations to the statistical measures. Half the courses described were for professional staff; ordinarily they were specific or management training. The extent of training undertaken was related to resources perceived as being available. Authorities with more extensive training programmes used a training co-ordinator. Bird noticed interest in initiating and pursuing co-operating training ventures with outside agencies to produce tailor-made training that would satisfy library’s training objectives more effectively.

Based on a survey of 1,331 members of the Library Association, Sheila Ritchie (1988) concluded that the major problem with librarians’ continuing education lay with their low participation in existing training activities and not with the quality or quantity of the activities offered. Ritchie considered the influence of career orientation, personal circumstances and job satisfaction on an individual’s disposition for self-development. The study found that librarians at different ages emphasised different kinds of learning. The lack of support by employers was viewed as a major obstacle to continuing education, followed by domestic problems. Respondents favoured training that was work-based and practical.

Jennifer MacDougall, Helen Lewins and Gwyneth Tseng (1990) explored the participation in continuing education and training activities by professional librarians in the academic and public sectors over the entire UK over a period of one-year (1987/88). Fifty-four percent of the respondents were employed in public libraries, in cities and shires. The researchers focused on organisational and managerial aspects. Both employees and employers were surveyed, by means of two separate questionnaires: the employees were asked about the activities attended, their reasons for attendance and the benefits derived, and employers gave the managerial view about staff CPD. The
researchers concluded that many staff lacked initiative and did not take responsibility for their own continuing education, expecting the employers to offer them training and development opportunities. There were no consistent practices by individuals or employers, and the approach to continuing education appeared to be uneven and unsystematic. The study found that organisational factors and the cost of training formed a serious obstacle to librarians' participation in training activities. Few libraries had a training policy, and employers limited their encouragement of CPD due to lack of sufficient funding. A national strategy for continuing education and training was also recommended. Of special interest to the current investigation was an article derived from the study and devoted entirely to the continuing education of public librarians (Lewins, MacDougall & Tseng, 1991).

Margaret Slater, who has published several studies since the mid-seventies, is one of the most tenacious researchers of librarians' training and continuing professional development in the UK. Her most recent study on this topic, *Investment in Training* (1991), used a qualitative method -- in-depth interviews with 21 managers responsible for staff training -- to explore key issues, beliefs and practices of library administrators. The sample included different library and information services, including four public libraries. The report examined various types of training, including personal development and vocational education; training budgets and constraints to CPD were also probed. The findings of the study showed that interactive modular training was better suited to the library environment at that time. Lack of time was perceived as a greater obstacle to training than lack of money. Slater concluded that there was a great need for strategic planning in the area of staff development, as well as more systematic post-training evaluation of its effectiveness.

The researcher contended that both employees and employers have responsibilities and should be committed to training, and stressed that librarians should cease behaving as 'mere passive recipient ...but actively seek and respond to [training], evaluate and apply it' (p. 10). Slater called upon professional associations to play a more active part in the co-ordination of external training activities to avoid unnecessary duplication. Overall, her assessment was that the nature of training activities was unfocused, uneven and uncoordinated, echoing the words of Jones (1977) fifteen years earlier.
The approach taken by Park & Row (1992) in the US was to survey 222 members of the Tennessee Library Association (TLA) about their concerns and needs for continuing education. The largest group of respondents (38 percent) was employed in public libraries. Ninety-four percent of those surveyed favoured the Association's involvement in continuing education in a leadership role. It was recommended that TLA should set up a clearinghouse of possible providers of continuing education opportunities. Other recommendations were that the Association should offer more financial and organisational support, and that teleconferencing and telecommunications be used, possibly in conjunction with the School of Library and Information Studies at the State University, to make training more widely accessible.

How adequate was the provision of CPD activities offered to librarians was the question asked both by Slater (1991b) in the UK and by Williams (1992) in the US. Slater (1991b) used two methodologies: content analysis of approximately 2,200 records of professional activities from the Professional Calendar, which informs library professionals about forthcoming events, and a self-administered mail survey of over 300 UK providers of development activities. Slater noted the formidable surge in the number of professional events related to library and information field, and the involvement of providers who were not from traditional library or information backgrounds. Despite the explosion of provision, under-provision was still seen as a serious problem, as 59 percent of the respondents reported gaps in the provision of activities in areas of users, contexts of work and management. The type of continuing education used most frequently was the seminar or the short course.

Mlou Williams (1992) examined the range of continuing education provision to rural librarians in the US. Fifty-one questionnaires were mailed to the person responsible for continuing education opportunities in each of the state library agencies and to Washington, DC, resulting in a 78 percent response rate. The researcher found that state libraries have increased their provision of training to staff employed in small rural libraries, particularly in areas that required technological expertise. The one-day workshop held in the library was the most frequent activity, followed by external one-day workshops. Most of the respondents indicated that the major deterrent to participation in
CPE activities was the unavailability of staff to replace those in training.

The great popularity of short courses prompted Slater (1988) and then Okey, Wood & Lawes (1992) to assess their quality and investigate several variables related to the attendees. Slater (1988) examined the need and demand for informal continuing education by internal training and external short courses among UK librarians employed in the special library sector nation-wide, sampled from the membership of several professional associations. Two questionnaires were used: one for 253 actual and potential recipients of this type of training, the other one for 163 managers. The response rate was quite low (25 percent for the staff, 33 percent for managers), perhaps because of the length of the questionnaires and its many open questions. The most prevalent criticism of the courses offered was that they were not practical enough. The researcher concluded that there was need for more internal training and at a better standard.

Slater found large differences among the units surveyed according to their size: the larger the organisations, the greater the practical possibility to operate internal training activities. Smaller libraries relied almost totally on external short courses, and the researcher suggested that they should explore distance education and inter-organisational training co-operatives.

More recently, Okey et al. (1992) surveyed 188 participants at short courses held in the UK in 1991 by means of questionnaires. The findings showed that short courses were not always well suited to address skill shortages in the library and information profession. Nevertheless, participants viewed these courses as effective methods of CPD and rated highly their quality. Most attendees stated that they enjoyed the courses and had learned useful new skills.

A number of studies have discussed specific CPD issues, usually in connection with a discrete sub-group of librarians, or centred on a specific type of library, library function or a certain topic of interest for CPD. Several such studies have been examined due to the scarcity of research on the continuing professional development of public librarians, and also in order to gain a wider perspective on issues of concern to CPD.

The training opportunities and needs of flexible library workers in the UK were
investigated by Goulding & Kerslake (1996). As many librarians are female and part-time library staff is almost the norm in Israel, the report has very high relevance for the study of CPD. The report contrasted management views with staff perceptions, using both quantitative and qualitative methodologies. Data were obtained from 551 managers in all types of library and information organisations by means of a postal questionnaire. The researchers carried out focus group interviews with staff from twelve library and information case units, and individual interviews with the managers of the same organisations. The study found that training was offered to flexible workers primarily in areas necessary for the performance of immediate tasks. Staff was motivated to train both by intrinsic motives – to be more competent in their job, and by extrinsic motives – to cope with the changes occurring in libraries. Few flexible workers were offered external training. Many factors deterred flexible workers from participating in CPD activities, some at the organisational level, others personal-logistic.

How do library administrators develop professionally? What are their opinions regarding the various types and topics of CPD activities? Do their opinions differ from those of other librarians? John McCrossan (1988) attempted to reply to these questions in his study of public library administrators in Florida. McCrossan mailed questionnaires to 104 library directors. A major section of the questionnaire was open-ended and respondents described activities considered to have been particularly useful in their professional development. The findings of the study showed that the most helpful activity was attending workshops, courses or seminars. Directors’ opinions appeared to be very similar to those of other librarians, as indicated by other studies.

Various CPD issues among academic librarians were explored by Hegg (1985), Roberts & Konn (1987), Alsereihy (1993) and Anwar (1998), among many others. Judith Hegg (1985) attempted to discover whether there was a relationship between continuing professional education and job satisfaction of academic librarians in four US mid-Western states; no significant relationship was found.

In 1987, Norman Roberts and Tanya Konn (1989) studied the attitudes, policies and types of continuing education activities prevailing among British academic librarians. Eighty-two university and polytechnic librarians received a brief questionnaire, yielding
an 87 percent response rate. Although the majority showed a strong support for formal training, a number of libraries favoured the informal approach, which was more flexible and cost effective. The respondents regarded continuing education mainly as an organisational responsibility. Related issues discussed concerned the funding of continuing education and the quality of the activities provided.

The literature search conducted uncovered a number of studies centred on librarians’ CPD in various third-world countries. Most of these studies surveyed academic librarians, as other types of library services were not well developed. A more recent work by HassanAlsereihy (1993) studied the continuing education practices and preferences of academic and research librarians in Saudi Arabia. The exploratory study compared the opportunities available to Saudi and non-Saudi information workers and the views of technical services librarians in contrast to librarians from other departments of the libraries. The study revealed a dearth of opportunities for professional development in Saudi Arabia, despite strong support for the concept of continuing education. The groups chosen for comparison purposes were very specific, and the results should be used in conjunction with other similar studies to obtain a wider perspective of CPD in the academic sector.

Recently, Anwar (1998) surveyed library and information professionals’ perceptions regarding their CPD needs, as a first step towards a comprehensive training needs analysis. The population studied comprised of 122 academic librarians from nine universities in Malaysia, and included seven library directors. Anwar did not limit his study to the training needs of the librarians; he examined a plethora of issues, such as the organisational support and facilitation for CPD, in-house provision of activities, constraints to participation and time preferences for the conduct of activities. The major findings of the study indicated that about half the respondents had not attended any CPD activities during the previous three years; lack of financial support and lack of encouragement were considered major constraints. Regarding librarians’ training needs, top ratings were given to electronic information sources, user education and Internet.

by professional firms of law, accounting, architecture, surveying, banking, insurance and engineering in the UK and Ireland. All the organisations encouraged the professional development of their specialists, some of them because of compulsory continuing education mandated by their specific professional association. The study aimed to compare the support given by the firms to librarians as opposed to that offered to professionals in other fields. Sixty-five participants were surveyed. Webb found that within the previous five years most of the organisations have begun to give a much higher priority to training and have increased their training initiatives. Forty-three firms offered common skills training to all their staff, including library workers. Library and information staff belonged to various associations, library and non-library, and over two thirds of the respondents were actively involved with several professional groups, often serving on committees. The researcher remarked that much CPD was still offered on an ad hoc basis, due to the lack of formal requirements by the library professional associations, and recommended them to look closely at the action taken by other professional bodies.

Elizabeth Doney (1997) examined the attitudes of information and library staff to CPD in two sectors – business and academic libraries, having interviewed a small sample of 17 professionals from two institutions. Separate interviews were conducted with the person responsible for staff development at each organisation. The study suggested that tenure and years of experience affected the choice of subjects, with the more experienced professionals preferring training directly related to their current role. Many respondents associated CPD with ‘better job prospects’ (p. 90), as opposed to the feeling of the training staff that CPD was instrumental in the delivery of better service. The study used a very small sample and the conclusions cannot be generalised.

Ostrom (1987) and Swanson (1988) investigated the CPD patterns of school librarians. As many public librarians in Israel, particularly in the branch libraries, serve school children and assist them with their homework assignments, special attention has been given to this type of study.

Janice Ostrom (1987) used survey methodology to study the continuing education preferences and practices of 172 school librarians in Kansas. Ostrom differentiated
between professionals who belonged to the Kansas Association of School Librarians and those who did not. The dissertation dealt with a wide range of issues: the types of continuing education preferred, agencies which should provide continuing education activities, constraints which prevented participation in continuing education, benefits expected and perceived support from their employers. Among the conclusions drawn, Ostrom highlighted the difference between the importance assigned by librarians to continuing education and their perception of lack of support from their supervisors. Academic institutions were considered to be the appropriate providers of continuing education.

The identification of the training needs of school librarians was the thrust of Swanson’s (1988) dissertation. The researcher surveyed a sample of 288 Texas public school librarians. A list of twenty-four job-related competencies was compiled and the respondents were asked to assess their personal level of expertise in each competency area, and in another column, to indicate the perceived importance of the skill for CPD. The study found that respondents rated the CPD value of twenty-two of the twenty-four competencies higher than their current level of proficiency, indicating a gap in their knowledge base. While school librarians acknowledged the need for competency development, they continued to participate mainly in activities directly related to their jobs. Swanson’s methodology and instrument served as a source of inspiration to the present study.

The library literature discovered also discussed various issues connected to the continuing professional development of librarians by type of library service. Most of the works are not empirical and they will not be reviewed here. As indicated above, Alsereihy (1993)’s population consisted of technical services librarians; their specific competencies were not examined. Several works dealt with the continuing education needs of reference librarians (Stieg, 1980; Baumer, 1990), and Johnson & Intner (1994) discussed the training needs of collection development librarians. As these studies focused on specific contents according to the library function they will be reviewed in the section on educational interest.

Robert Burgin and Duncan Smith conducted several studies based on research reported in the non-library training literature. They studied (Burgin & Smith, 1995)
management actions in support of transfer of training in libraries, as perceived by professionals and para-professionals, using a questionnaire originally administered by Broad (1982) to human resource development professionals. In another related study, the researchers investigated librarians' reasons for participation in a training programme (Burgin & Smith, 1992), using an instrument developed by Grotelueschen (1985) for physicians' continuing education. This research approach is laudable, as it applies methods used in other organisational environments to libraries, thus contributing to the generalisation of knowledge. The specific studies will be discussed later, with the literature relevant to the issues discussed.

**Alumni surveys** conducted by schools of library and information studies sometimes include questions about the continuing education needs or involvement of their graduates. In UK, Sheffield University has conducted periodical alumni studies since the 1970s. Loughridge (1995), in the latest survey, found that most of the graduates have undertaken courses in new information technologies, management, personal communication skills and marketing skills. Many respondents indicated that the department should develop short courses and workshops and make better use of electronic communication to provide current awareness services to the alumni.

In Israel, Tamar Shagam studied the attitudes to CPD and the perceived needs for continuing education among the graduates of the Hebrew University School of Library and Information Science (Shagam, 1987; Peritz & Shagam, 1990). A large percentage of the graduates (87 percent) indicated that they were employed in academic and special libraries. The study presented interesting findings about the gap between the existent CPD modes of delivery and those preferred: for example, while the preferred method was short courses (75 percent), only a few (12 percent) attended them. Shagam did not discuss the provision of CPD activities in Israel, which might have explained the difference.

Dotan & Getz (1997, 1998) focused on CPD activities of public and school librarians in Israel, as perceived by librarians and library directors. The study made use of two questionnaires: one was mailed to the 148 alumni of the first five graduating classes of the Department of Library Studies at Beit Berl College, yielding a 75 percent response rate; another questionnaire was distributed among 54 directors of public and high school
libraries. All the respondents indicated a clear preference for library skills incorporating an IT element, and for various topics on the new media; both groups rated highly job-related activities. The study found deep differences between librarians and managers concerning the motivation of librarians to participate in CPD.

5.3 Summary

The literature review failed to reveal theoretical models in the field of library and information science that may explain multiple relationships among variables with regard to participation in CPD activities. Most of the studies were descriptive - exploratory surveys and they added to the knowledge basis by describing patterns of participation, according to various personal and situational characteristics.

In order to reach a fuller understanding of the interactions among the factors affecting the selection of particular types of professional development, models from the relevant literature in other professions (human resources management, the organisational-training field and adult education) were examined.
CHAPTER SIX
FACTORS AFFECTING PARTICIPATION IN CPD

6.1 Overview of theoretical models of updating behaviour

As no comprehensive model, incorporating all the variables related to CPD participation was found in the current library literature, relevant theoretical and empirical models from the field of organisational psychology and human resources management were also examined (Kozlowski & Farr, 1988; Farr & Middlebrooks, 1990; Noe & Wilk; 1993; Leiter et al., 1994).

Farr & Middlebrooks (1990) and Leiter et al. (1994) stressed motivational aspects. Farr & Middlebrooks viewed CPD as one activity among many competing for a share of a professional's time and energies. Only when an individual believed that updating would lead to valued outcomes, would he/she invest time and effort in professional development. Work environment was also seen as very influential, although, according to their model, it was not the real nature of the work context that affected the motivation for updating, but the individual’s perceptions of the various work environment factors.

Leiter et al. (1994) pointed out that, while the pursuit of any one of the goals may result in participation in a CPD activity, activities that address the fulfilment of several goals were expected to facilitate participation. Their model combined employees’ perceptions of facilitators and deterrents with several individual characteristics to predict educational involvement in professional development. The study examined the ‘educational interest’ variable of occupational health nurses, the context of their study, and found that it mediated the relationship of motivators and deterrents with participation in CPD.

Other studies in updating behaviour have found that challenging job assignments, social support from managers and peers and exchange of information influenced engineers’ interest and participation in professional development activities (Kozlowski & Farr, 1988; Noe & Wilk, 1993). The organisational reward system was also found to affect the individual’s perception of the benefits of the updating effort (Farr & Middlebrooks, 1990).

Kozlowski & Farr (1988) developed an integrative model of updating which
CHAPTER 6 FACTORS AFFECTING PARTICIPATION IN CPD

included individual characteristics and contextual factors as independent variables impacting employees' perceptions of job characteristics and of the organisational updating climate. These perceptions, it was proposed, directly influenced the updating responses of engineers. The authors found the demographic variables used (education and experience) to be of limited usefulness in explaining the updating efforts, and concluded that psychological factors were more important and should be further investigated.

Noe & Wilk (1993) examined a wider range of psychologically based individual characteristics (such as self-efficacy, learning attitudes, including motivation, and perceived benefits), and learned that motivation was the only significant variable to influence participation in CPD activities. The researchers suggested that organisations interested in maintaining the competence of their staff should aim at ensuring that employees maintained high levels of motivation for updating.

The types of CPD activities examined in the studies varied among the researchers. Leiter et al. (1994) studied the participation in two modes of CPD, one of them being autodidaxy; Noe & Wilk (1993) considered several types of organised structured activities, such as course, seminars and workshops. Kozlowski & Farr (1988) used 13 scales to measure the adequacy of engineers' technical competence and updating efforts that comprised professional activities, development of alternative solutions and gathering technical information.

The present study aims at reaching a better understanding of the multiple factors influencing the participation in CPD of a certain group of professionals – public librarians. The theoretical framework of the study posits that work environment characteristics and individual perceptions of motivation and deterrents influence employees' educational interest and participation in CPD activities. A large number of individual characteristics will be examined. Professional development activities will include, in addition to the often-investigated participation in formal studies, involvement in a series of social interaction development activities and self-directed learning.

The study will consider first the various factors directly influencing participation in CPD activities, as evident from the studies reviewed: individual characteristics, work environment factors, motivational orientation and deterrents. Then, the educational interest of librarians will be reviewed, followed by a discussion of the dependent variable - the intention to participate in various types of continuing
professional development. In each section, the review of research literature from the field of library and information studies follows the literature review from the fields of management and organisational psychology.

6.2 Individual characteristics

6.2.1 Overview

Kozlowski & Farr (1988) defined individual characteristics as those properties brought by the employee to the situation: temporal variables (age, experience, position), and educational levels. In the 1970s these characteristics were considered as key variables. As demographic factors proved to have a limited usefulness, researchers from the field of organisational management and training turned their attention to contextual features surrounding people’s jobs and their relationship to updating behaviours. Beginning with the 1980s, employees’ perceptions of the organisation and the nature of their jobs were deemed more important. Noe (1986) suggested that a variety of individual factors affected training effectiveness, including trainee motivation, attitudes and expectations. In a related study, Noe & Schmitt (1986) found that trainees with more commitment to their jobs benefitted more from a training programme. Baldwin & Ford (1988) found that trainees with high pre-training motivation demonstrated greater learning and a more positive attitude to training outcomes. Kozlowski & Farr (1988) concluded that researchers should determine which psychological factors contributed to perceptions, and what factors influenced employees' withdrawal from CPD, and suggested they should focus on motivational changes associated with temporal variables.

While psychologists focused on psychological attributes of the trainees, other studies showed that demographic, professional and organisational characteristics also had a significant relationship with participation in continuing professional development (Wexley & Latham, 1991; Leiter et al., 1994).

6.2.2 Personal characteristics

As demonstrated by Kozlowski & Farr's (1988) study, age had a very high correlation with professional experience. Kozlowski & Farr studied engineers, and their findings might be relevant to that specific context and perhaps allied technical professions. Anecdotal evidence in Israel shows that many newcomers to the field of
library and information services are mature people, often embarking upon a second
career. They are therefore 'mature young' professionals, and as such, they sometimes
exhibit conflicting characteristics inherent in each aspect.

Kozlowski & Farr (1988) did not find any significant relationships between age
and participation in CPD, in contrast to earlier studies reviewed that have identified
age as a negative correlate of updating. Other studies have indicated that employees
were furthering their professional education even when they were in mid-career and
older. Tucker (Wexley & Latham, 1991) focused on perceptions of engineers over 40
in order to determine their training needs. He found that the younger sub-group (those
in their 40s) preferred management training, the older ones (in their 50s) preferred
training in technical areas, and only those over 60 years of age showed little interest in
any kind of training.

Studies from the field of library and information science have produced
conflicting results. Hegg (1985) found that young women were more likely to attend
CPD activities, in agreement with Goulding & Kerslake (1996) who learned that older
flexible workers had little desire to train. Shagam (1987), on the other hand, found no
significant differences.

Kozlowski & Farr (1988) found that educational level was a positive correlate of
updating, and assumed that more educated individuals might have been assigned to
more challenging work that facilitated the willingness to maintain their competence.

6.2.3 Professional characteristics

Generally speaking, professional experience could be expected to correlate with
participation in CPD in two opposite ways. Experienced employees, who had
completed their formal initial studies a long time ago might be reasonably expected to
need updating more than younger professionals, fresh out of library school. On the
other hand, older professionals might be more reluctant to participate in structured
CPD activities and 'compete' with less experienced colleagues. Kozlowski & Farr
(1988) did not find any significant association between experience and updating
responses. Other empirical findings (who were not examining complex models)
showed conflicting results with regard to participation in CPD.

Shagam (1987) and Park (1992) found that most participants in CPD were
librarians in the middle of their careers (10-19 years of experience); they also tended
to attend a larger number of activities.
In contrast, Hegg (1985) found that women relatively new to the profession were the most likely to participate in CPD, and she concluded that the longer a librarian's service, the less he/she participated in continuing education. The only exception were those who published, who were found to have a longer span of experience. Similar results were reached by Smith & Burgin (1991), who found that 65 percent of the attendees at a CPD activity in North Carolina had six years of experience or less.

Torrington & Hall (1991) referred to the length of experience from another angle: they claimed that the previous work experience was critical during CPD when experienced employees had greater potential to become involved in the learning process based on their long professional experience.

The concept of career motivation was assumed to be another important predictor of continuous learning (London, 1989), but it was not extensively examined. Noe & Schmitt (1986) argued that employees who identified with their job were anxious to improve their job performance by learning new skills and knowledge, and thus were more likely to participate in CPD activities. However, empirical studies stressed that career mobility was conducive to more involvement in CPD. Stone (1969) and Slater (1988) found that librarians who aspired to a different type of job situation engaged in more professional activities than librarians who were satisfied with their current career. Noe & Wilk (1993) reported that some of their respondents, who believed that participation in development activities would result in career benefits (such as providing opportunities to pursue different career paths), had participated in a greater number of activities.

Fossum & Arvey (1990) warned that individuals approaching retirement age were unlikely to acquire additional job proficiencies as they would not have time to recover their investment, and employers with older employees (such as libraries) could thus expect greater obsolescence. Goulding & Kerslake (1996) found indeed that flexible workers nearing the end of their careers had little desire to train.

Steiner & Farr (1986) correlated between educational interest and career aspirations, and learned that engineers interested in managerial jobs participated in more courses in management, in anticipation of a new career track.

Ray (1981) and Yang et al. (1994) concluded that past participation in activities of continuing education was a good predictor of the intention to participate in future activities.
6.2.4 Organisational characteristics

Previous studies have indicated that position, function and pattern of employment patterns were key factors in fostering updating behaviour.

Employment status. Shagam’s (1987) study of Israeli librarians mostly employed in academic and special libraries found that full-time employees participated in more CPD activities than those holding part-time positions (60 percent and 35 percent, respectively, participated in 3-5 activities). The library and information services field is characterised by many part-time employees. Goulding & Kerslake (1996), who studied the flexible LIS workers in the UK, found that they constituted 40 percent of all library workers, the great majority of them being employed in permanent part-time status. A recent Israeli study (Dotan & Getz, 1998) revealed that 72 percent of a sample of professional librarians working in all types of libraries and information centres were employed part-time, thus confirming the general employment trend in Israeli libraries. In 1993/94 83 percent of all public library workers were employed on a part-time basis, as reported in an official publication (CCIR, 1995).

Goulding & Kerslake reported that part-time workers can feel under extreme pressure at work, and consequently may feel unable to participate in training which takes them away from work duties.

Hierarchy is another organisational factor that can influence participation in continuing education activities, as evidenced by several studies. Shagam (1987), Wilkinson & Murray (1988) and Noe & Wilk (1993) reported that upper-level staff participated more often than junior staff in CPD. Noe & Wilk (1993), who studied CPD participation of employees of three different types of organisations, concluded that position was the only variable that had a consistent significant relationship with development activities across all the three firms examined.

Bernick et al. (Wexley & Latham, 1991) used management hierarchy to determine the audience to which different training courses should be directed. They found that first-line supervisors had as their highest training need technical factors, mid-level managers rated human resource courses as most important for meeting their needs and upper management rated conceptual courses (e.g. goal setting, planning skills) as most important for their development.
6.3 Work Environment Characteristics

Organisational psychologists stressed that the maintenance of professional competence required both individual motivation and stimulation and support from the work environment. The research literature highlighted particularly the impact of various work environment characteristics on professional development processes (Steiner & Farr, 1986; Kozlowski & Farr, 1988; Dubin, 1990; Tannenbaum & Yukl, 1992; Noe & Wilk, 1993; Tracey, Tannenbaum & Kavanagh, 1995). The work environment consisted of the job, the supervisor, colleagues to interact with, management and its policies and practices and the individual's perception of management philosophy, called by most researchers 'organisational climate' (Dubin, 1990; Kaufman, 1990; Tracey et al, 1995).

Although many studies focused on engineers and other technical staff, the results are applicable to other professions as well.

6.3.1 Job characteristics

Job complexity was singled out by Dubin (1973, quoted in Dubin, 1990) as the most important facilitator of updating. Kaufman and his associates in their 1970s empirical studies (quoted in Kaufman, 1990) determined that challenging jobs were directly related to the degree of professional development undertaken by the engineers studied. Dubin (1990, p. 29) found that the five job-related activities rated the highest as facilitators and motivators to updating were:

- Challenging job assignments that stretched engineers' technical knowledge
- Work assignments that included state-of-the-art technology and advanced instrumentation
- Giving engineers the responsibility to implement new ideas
- Involvement of engineers in decision-making relevant to assignments
- Allowing engineers to see a project through from initial design to implementation

Kozlowski & Farr (1988), in another study of engineers, found that task challenge was positively influenced by several factors: the technological demands on engineers' knowledge and skills, the level of uncertainty on how to accomplish task goals and the degree of discretion or autonomy allowed. The job challenge was correlated with the degree of technology involved. Kozlowski & Farr (1988) based their conclusions on
data collected from 483 engineers across seven organisations in the US.

Another job characteristic – *specialisation* -- was considered by both Kozlowski & Farr (1988) and Kaufman (1990) as conducive to short-term competence, but dysfunctional to career development, in the long run. Engineers were more challenged to enhance their professional development when they dealt with ‘whole jobs’ rather than fragmented portions of highly specialised tasks.

The library literature did not make specific references to the degree of job challenge as a motivator to professional development, although several studies showed that ‘new demands at work’ prompted librarians to engage in CPD activities. MacDougall et al. (1990) found that half of the respondents participated in CPD ‘to obtain specialist knowledge’, presumably required at work, and 24 percent of the respondents ticked ‘to prepare for new responsibilities’. Fifty-three percent of the librarians surveyed by Dotan & Getz (1997) indicated that they participated in CPD because of ‘new requirements of the job’.

### 6.3.2 Social interaction

Social interactions at work included management support and peer interactions. Baldwin & Ford (1988) cited *supervisory support* as a key variable. The construct was multi-dimensional in nature, and included encouragement to attend CPD activities, goal-setting activities, reinforcement activities and modelling of behaviours. The important role of the supervisor in employees’ updating behaviours was identified also by Dubin (1990), Noe & Wilk (1993) and Tomlinson (1997). Dubin (1990)’s respondents rated very highly supervisors who gave recognition and credit for good technical work, who matched engineers’ needs for professional development with opportunities to develop, supervisors who solicited ideas from their subordinates and provided continuing education seminars on technical problems. Noe & Wilk (1993) used data collected from over one thousand employees in health, financial and engineering firms in a multi-organisational study. The results indicated clearly that employees’ perceptions of the work environment, specifically the social support from managers and peers and the type of working conditions influenced the participation in development activities.

Heyes & Stuart (1996), who studied training in small businesses, found that employees who felt that their managers rated training very highly were themselves more likely to regard training as very important and consequently were more inclined.
to engage in training. Tomlinson (1997), from the education field, pointed out that the standard of leadership was crucial to the success of professional development in schools. He noted that leaders could create a supportive work environment by showing commitment and active involvement in teachers' CPD, and by sponsoring and helping implement new ideas and new approaches.

The library literature agreed that supervisors had an important role in subordinates' CPD (Creth, 1989; Slater, 1991), although no empirical studies have examined librarians' perceptions in this regard.

Another social interaction dimension considered important for professional updating refers to colleagues' support. Dubin (1990) and Kaufman (1990) found that engineers rated very highly the intellectual stimulation derived from the sharing of ideas with peers. The cross fertilisation promoted creativity, peers pointed to useful new journal articles, suggested novel approaches and learned new techniques together. Tomlinson (1997) drew attention to negative situations when disinterested colleagues 'poured cold water' on enthusiastic teachers full of new ideas acquired in training and hindered their initiatives.

The scarce library literature that addressed this issue pointed to colleagues' limited effect on CPD. MacDougall et al. (1990) found that only 12 percent of the librarians in the study indicated that 'encouragement of colleagues' was a reason for their participation in development activities. Dotan & Getz (1998), who asked about 'colleagues' influence' learned that less than one percent of the librarians indicated this option as a reason for participation in CPD.

6.3.3 Formal Management Systems

Formal systems comprise strategic plans, clear policies, resourcing and rewards schemes and other managerial methods that reinforce achievement and provide opportunities for professional and personal development (Dubin, 1990; Tracey et al., 1995).

The influence of management policies and practices on professional development was discussed in theoretical writings as well as being investigated in empirical studies. Eraut (1994) declared that good employers showed their support for CPD through management, appraisal and funding of attendance at development activities. However, according to Varlejs (1997), providing resources and policies was not sufficient. Varlejs considered these actions as necessary but mere passive
measures, and suggested adopting proactive practices such as maintaining a staff development plan, tying development to performance evaluations and challenging staff to achieve their maximum professional potential through job enrichment.

It seems there is a wide consensus that professional development should be viewed not as a cost that should be minimised, but as an investment that may enhance the future performance of the whole organisation by reducing skill shortages and providing an edge for better competitiveness. Professional development is seen as an integral part of human resources management, designed to meet the strategic goals of the organisation. In an age of shrinking resources and ever-changing technology, organisations have no longer the option of leaving the choice and direction of staff development solely to individual aspirations and decisions. Management must take a much more proactive role in ensuring that all employees maintain the competence needed for both current and future roles (Kaufman, 1990).

Orlich (1989), who studied the non-profit education sector, stressed that the objectives of effective staff development should be clearly defined and be part of an overall long-term, systematic and flexible plan. Abbott (1994) was rather sceptical at the feasibility of small organisations to adopt a strategic approach to professional development, considering that they tended to focus on short-term training. Small firms were unlikely to invest financial resources and time to set up a training department, and most of the development that took place was informal and task focused. Abbott's perspective is particularly useful when examining the public library and information context, characterised also by small organisations.

The library literature seems to have addressed the matter of CPD policies mostly at exhortative and prescriptive levels. The 1991 ALA's statement *The Library as a Humanistic Workplace* (quoted in Varlejs, 1997) proposed seven organisational criteria for the promotion of professional development in libraries:

- the formulation and dissemination of a staff development plan
- allocation of appropriate budgets
- inclusion of development goals and strategies in the performance evaluation process
- periodic needs assessments
- provision of release time for staff development activities
- provision of training for new services and
• support for librarians' involvement in professional organisations.

Similar criteria were cited also by Creth (1989) and Smith (1993).

The Fielden report (1993), which focused on staff development in academic libraries, made unequivocal recommendations that formal policy statements should be introduced and acted upon. Other recommendations addressed the introduction of appraisal systems for all staff, conducting regular training needs analyses, nominating a senior staff member to have responsibility for the implementation of the development and training policy and establishing a budgetary framework.

Haycock (1997) applied the results of educational research in training and development to librarians' professional development. He emphasised that the focus of staff development should be on the individual unit and occur at the local site as much as possible (individual schools, in the educational field, and individual branches or even departments, in the library context). Long-range programmes must provide for follow up practice, peer assistance and support in the implementation of new skills and behaviours.

Bird (1986) found that in the UK larger libraries engaged in more training which was also more structured than that undertaken by smaller authorities. The managers surveyed top-rated the need for more comprehensive policies and programmes for developing and training. MacDougall et al. (1990) reported that only thirty of the employers surveyed (41 percent) had a development and training policy and not all of them had it in writing. The figures for public libraries were similar, with eleven metropolitan or shire libraries claiming to have a training policy, as opposed to fifteen who did not. Lamenting the lack of official guidelines for the continuing education activities of staff, MacDougall et al. (1990) recommended the setting up of a national body to formulate, facilitate and monitor the implementation of a national CPD strategy. A year later, one of the key issues emerging from Slater (1991)'s empirical study was still the need for strategic planning. The subsequent publication of the LA Framework for Continuing Development (1992) partially responded to these suggestions, by delineating guidelines for individual librarians and suggesting ways of using the framework for organisational goals as well.

More recently, Goulding & Kerslake (1996) still found that training of flexible workers was primarily reactive and did not anticipate future staffing needs. Decisions about training were often spontaneous, with little regard to overall organisational strategy.
Designation of a senior member of staff to co-ordinate training was endorsed as a necessary condition of the success of a CPD programme (Bird, 1986; Prytherch, 1986; Creth, 1990; Jordan, 1995). The training officer was supposed 'to ensure that the policy is carried out and that the training which does take place is continually evaluated' (Jordan, 1995, p. 173). Prytherch (1986) included among his/her responsibilities the establishment of priorities, assessment of training needs, organisation of the most appropriate training, administration of the budget and, in addition, evaluation of the effectiveness of training (p. 28).

Prytherch remarked wistfully that 'many authorities still do not have such a full time post' (p. 27). The same year, Bird (1986) found that although virtually all the public libraries in her survey had nominated someone as responsible for training, the time allocated for training was usually low, and 68 percent of the training officers devoted less than 25 percent of their time to training. Among the smaller libraries (up to 100 employees), 36 percent of the training officers spent less than 5 percent for training, and none devoted more than 25 percent of their time to the management of training. Bird found a relationship between the amount of training undertaken and the allocation of a staff member's time.

A major function of the management of CPD is the assessment of training needs (better known as TNA). Knowles (1990) defined a training need as 'the discrepancy between what individuals (or organisations or society) want themselves to be and what they are; the distance between an aspiration and a reality' (p. 88). A need represents an imbalance, a deficiency or a gap between a present condition (what is) and new or changed circumstances that warrant attention (what should be).

The idea of arriving at definitions of individual training needs through systematic analysis, top-down from organisational level through job analysis and ultimately person analysis has been elaborated over time and is well-established in the training literature (Wexley & Latham, 1991; Goldstein, 1993). Job analysis, the most prevailing type, has been called by Goldstein 'the task and knowledge, skill and ability analysis' (p. 54). The importance of aligning training with organisational strategy has been stressed. Generally, employers support professional development that increases employees' potential for fulfilling the roles valued by the organisation. Future objectives of the organisation, as well as present ones, must be addressed (Wexley & Latham, 1991).
Noe & Wilk (1993) discerned between two aspects of employees' perceptions of training needs: awareness of needs based on self-assessment of skill strengths, weaknesses, plans and career goals; and the extent of agreement with the organisation's assessment with regard to their continuing development needs. Noe & Wilk stated that training effectiveness was largely determined by the accuracy of the need analysis. Torrington & Hall (1991, p. 450) suggested asking several questions to identify the employees' training needs: is there anything you need to know? Is there anything you need to be able to do? Is there anything you need to experience? However, the identification of needs is not always a simple exercise. The individual might find it difficult to know what he or she does not know at that particular time. The retrospective analysis of what might have been valuable at some time in the past might be less problematic, but less relevant as well.

In the field of education, Borich (1980) and Knowles (1986, 1990) used a complex training needs model that measured the discrepancy between the relevance of a competency to the job and the actual proficiency of the professional.

References to formal assessments of continuing education needs of library personnel have appeared in the library literature since the 1970s. Stone (1971) explained that any programme of continuing professional education in library work should be based on actual needs of the library personnel. In the same issue of *Library Trends*, the ALA (1971) presented a model for use by librarians in analysing and defining the problems and developing a framework for continuing education.

Numerous studies followed: all employed a non-discrepancy approach to needs assessment, asking the respondents to rate their desire to undertake training or their interest in the training topic, often using a scale ranging from low to high value. 'Actual needs' implies precision and detail, but the non-discrepancy approach to needs assessment did not reflect the fundamental concept of educational need. According to Torrington & Hall (1991), managers of the employees should answer the question: what are your people not doing that they should? One of the possible reasons might be their lack of competence.

The more recent library literature on training needs assessment appears to be negligible (Anwar, 1998). Creth (1990) and Slater (1991), on both sides of the Atlantic ocean, called to institute more systematic measurement procedures and to analyse the training needs of various staff segments. Michael Williamson (1993), in
the UK, has published a detailed guide to training needs analysis, which should enlighten managers and training officers.

One of the problems of implementation is undoubtedly connected with the investments needed; one cannot discuss the management of CPD without reference to the resourcing policies and practices, which constitute a most prominent element of any training system.

Tomlinson (1997) observed that when employers provided meagre resources for CPD (such as materials, accommodation, time to work with colleagues on development work), employees interpreted the situation as a demonstration of management's general disinterest in professional development. In the US, Cervero & Azzaretto (1990) found that corporate training was 'often under-funded and under-utilised' because it was overlooked as a vital ingredient in corporate success. 'They might allocate the required 2 to 4 percent but never strongly express a conviction that training helps achieve corporate goals' (p. 92).

In some libraries funds allocation was a managerial prerogative, and staff were not always informed about the criteria for receiving support and the priorities regarding the types of training funded (Creth, 1989). Bird (1986) inquired about the total training budget of UK public libraries, and found that during 1984/85 half of the libraries allocated under £1,800 for training, and 85 percent of the libraries with a staff of less than 100 employees spent under £1,500 per year.

Slater (1991) reiterated Bird's observation that funding for training was not a straightforward matter. Not every manager was in charge of the training budget and different funds were used to cover various types of expenditures. Bird (1986) found that 69 percent of the authorities directly budgeted money for training, and this included most of the larger authorities, who spent lavishly on training. The cost of internal training and time loss was seldom assessed, as remarked by Slater (1991). Slater interviewed only four directors of public libraries, finding that on the average they spent £40 per person per year for external training.

Sixty-four percent of the 72 employers surveyed by MacDougall et al. (1990) reported that they had a training budget (indicating that over a third of the respondents did not!). However, most public libraries (twenty-three of the 26 participating in the study) were among those with special budget allocations for training. The researchers found that the majority of libraries who had a training budget reported the amount to be between £1,001 and £5,000. Among the public libraries, eleven had budgets larger
than £5,000 (six libraries employed more than 100 professional staff). Allowing for
the fluctuations in the value of money over a six-year period, it seems that not much
progress has been achieved.

Another major resource for librarians’ professional development was time. The
Fielden Report (1993) recommended that academic libraries should allocate a
minimum of 5 percent of staff time to training and development, which would
translate to 11.5 days (MacDougall et al., 1990, p. 87). The Library Association had
more modest requests. It recommended librarians to spend 4-6 days per annum on
professional development activities, while recognising that a portion of this might be
in the librarians’ own time (Brown, 1992).

Haycock (1997) looked beyond the provision of release time to attend external
training. He stressed the importance of providing time ‘away from the regular
responsibilities’ to facilitate ‘sharing understandings, exploring applications of the
content and integration of new understandings into professional and personal
perspectives’ (p. 319). He urged library directors to recognise that change was a
gradual and difficult process requiring sufficient time and resources to produce
demonstrable results.

Studies conducted with library and information staff indicated that time for staff
development was a commodity in short supply. Slater (1991) found that time
allocation showed a considerable range, averaging between two to seven days a year.
Most directors counted only time spent in external training, and could not easily
estimate the total amount of time devoted to learning, reflection and assimilation.
Slater noted that at times libraries succeeded in making ingenious arrangements to let
the entire staff to get together for training sessions, thus facilitating a degree of team
learning.

Despite the often-heard admonishments that managers should support
professional development as much as possible, Abbott (1994) warned organisations
beset by scarce resources to be realistic and use caution in determining which
activities seem most useful to their needs and can be supported with funding and
release time. In libraries, Creth (1989) advised managers to consider carefully staffing
levels, service commitments and budget priorities, to ensure that librarians’ continuing
activities are not at the expense of the library users. Conversely, Goulding & Kerslake
(1996) reminded that under-trained workers are usually less effective and efficient and
training may compensate for minimal staffing levels.
Steiner & Farr (1986) examined perceptions of the organisation's reward system and its relationships to a number of variables such as work characteristics, career aspirations and technical updating. Their findings showed that engineers interested in promotions to managerial jobs were motivated to attend more management courses, highlighting the importance of expected benefits for professional development.

Knowles (1990), a noted expert on adult education and Dubin (1990), from the management field, concurred that the reward system was a most critical determinant of professional development. This covered more than just monetary rewards. Orlich (1989) urged management to identify intrinsic rewards that encouraged personal and professional growth such as opportunities to receive public praise, particular assignments, placement on decision-making bodies, and opportunities for leadership at the local level. Creth (1989) and Haycock (1997) warned library administrators to reward meaningful contributions to the library field and effective job performance rather than mere participation in CPD activities.

Training appraisal appears to be a thorny issue in the management of CPD. Tannenbaum & Yukl (1992) noted that almost all the large US organisations surveyed reported evaluation of trainees' reactions after training, but only about ten percent reported evaluation of the changes in trainees' job behaviour. Undoubtedly, collection of this type of data is more difficult, usually requiring complex longitudinal observations.

Over the past decade, professional development has moved from determining whether the trainees 'liked' the training to assessing its impact on professionals' knowledge base. Post-training questionnaires that evaluated not only the course content but also the standard of catering and accommodation frequently measured the entertainment value of training, as much as its instructional value. As Landy (quoted in Mole, 1996) observed: 'Since the fundamental purpose of training is to bring about a systematic change in behaviour (knowledge, skills, attitudes), a simple after-training measure cannot document such training effect' (p. 21).

### 6.3.4 Organisational Climate

In Dubin's model (1973, quoted in Dubin, 1990), the work environment included both 'management policies and practices' and 'organisational climate' (that is, perceptions about the organisation's operating practices and principles). Among the organisational climate facilitators, the engineers surveyed gave top ratings to

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organisational expectations of technical excellence, integration of innovations, rewards given to engineers with high technical competence and the perception that the organisation was a leader in technical development. The work environment was assumed to directly affect motivation to participate in development activities.

Steiner & Farr (1986) and Kozlowski & Farr (1988) suggested a modification of the model. Kozlowski & Farr (1988) used several questionnaires to ascertain engineers' perceptions of their organisation as facilitating or inhibiting updating activities. The researchers proposed that work environment ('contextual') factors affected directly individuals' perceptions of the efficacy and utility of updating, and influenced the development process ('updating responses') indirectly. These models implied two distinct factors—the 'true' nature of the work context and perceptions of the various work environment factors—which affected updating motivation. Kozlowski & Farr's (1988) findings indicated that contextual factors under the control of management (such as work characteristics and work technology) made key contributions to technical performance and updating, suggesting that employees' professional development might be enhanced through the manipulation of organisational features.

Tannenbaum & Yukl (1992) remarked that pre-training management actions affected employees' motivation (and ultimately influenced training effectiveness): some messages were directly conveyed by management, others by peers, and organisational policies also reflected hidden messages. The authors noted that further research should examine the effects of cues associated with a particular training course and global cues, associated with the overall training culture of the organisation.

A related but different construct was the continuous-learning organisational culture. The concept was discussed at length by Noe & Ford (1992) in their theoretical review and by Tracey et al. (1995) in their empirical study of 505 supermarket managers. One of the characteristics of the continuous-learning organisation is that learning-oriented signals are not associated with a specific training course, but they may have an effect across a wide range of courses. A key aspect of continuous-learning is that employees are actively involved in various continuing education activities (Noe & Ford, 1992).

Tracey et al. (1995) defined the 'continuous learning culture' as an organisation-wide belief that knowledge acquisition and application were important and expected from every employee. They showed that the social support system played a central
role in the intention to transfer the training, supporting the earlier finding of Noe & Wilk (1993) that CPD participants with more supportive supervisors entered training with higher expectations regarding the usefulness of the CPD programme, and succeeded more. Noe & Ford (1992) warned that the movement toward a continuous learning culture involved a major shift in the organisation’s philosophy of human resource management. The change process was found to be quite lengthy as it questioned core organisational assumptions and practices (such as reward systems, decision-making processes, etc.).

6.3.5 Applicability of the New Skills at Work

Growing attention has been given also to research into the transfer of training, that is ‘the effective and continuous application by trainees to their jobs of the knowledge and skills gained in training’ (Newstrom, quoted in Smith, 1993, p. 18). Studies reported in the management literature suggested that only about 20 percent of the training was actually used at work (Varlejs, 1997). Thus, considering the large amount of money, time and energy invested in training, it was imperative to examine the actions of managers, trainers and trainees in order to improve the application of new concepts and skills on the job.

Baldwin & Ford (1988)’s extensive review of transfer of training studies found few cases that examined the influence of post-training environment on transfer of training. Their review concluded that supervisory support and organisational climate (discussed above) were key variables that affected the transfer process.

The literature has shown that perception of the usefulness of the new learning at work affects positively the motivation to acquire new professional knowledge. In their landmark study, Peters & O’Connor (1980) concluded that persons working in settings in which there was a long history of severe constraints might develop strong beliefs that increased efforts on their part would not result in increased performance. The perception of task constraints had a negative influence upon behaviour change, by reducing motivation to learn new skills and/or applying newly learned skills to job tasks. The researchers used the critical-incidents method to collect data from 62 persons employed in managerial and non-managerial jobs. Content analysis identified eight categories of situational constraints, including improper tools and equipment, inadequate budgetary support, insufficient time, poor working conditions and lack of
skills needed to do the job assigned. Each of the resources was described as varying along three dimensions: unavailability, inadequate quantity or inadequate quality.

Other studies concurred that the existence of task constraints were particularly important in the transfer of training. Baldwin & Magiuka (1991) found that engineers who reported many situational constraints in their jobs interpreted the work environment as discouraging transfer of learning, and consequently had little incentive to upgrade their skills. Conversely, trainees who entered training expecting some form of follow-up activity or assessment reported stronger intentions to transfer what they learned back to the job. Noe & Wilk (1993) reported that bank employees who perceived that their work environment was characterised by situational constraints planned to attend significantly less development activities.

Noe and his associates (1986) dealt with various issues connected with both transfer of training and employees' intention to transfer. Intention or motivation to transfer was described as 'the trainees' desire to use the knowledge and skills mastered in the continuing education programme on the job' (Noe & Schmitt, 1986, p. 503). Noe (1986) claimed that trainees' perceptions of the 'environmental favourability' influenced both their motivation to learn and their motivation to transfer the learning. Two components were included in the 'favourability' factor: a. trainees' perceptions of the work setting as providing the necessary resources to perform job tasks and have supportive interpersonal relationships with peers and supervisors. b. trainees' perceptions regarding the social context of the work situation. Noe stressed that the more opportunities the trainees had to use and rehearse the new skills, the greater the probability these skills would be maintained over time and maximum outcomes would occur. In a later study, Noe & Wilk (1993) found that trainees were motivated to transfer new skills when they felt confident in using the skills ('self-efficacy') and when they believed the new skills might solve work-related problems.

More recently, Rouiller and Goldstein (1993) in their study of 102 managers and co-workers in 102 fast food restaurants included 'transfer of training climate' among the factors to encourage participation in CPD activities. The researchers identified transfer climate components and classified them into situational clues and consequences. Situational cues in the work environment included goal, social and task or structural cues, that encouraged the trainees to use their newly learned knowledge once they returned to their jobs. For example, social cues were interactions with co-workers and supervisors that prompted them to apply their training to their jobs, or
managers who eased the work pressure for a short time to give the trainees a chance to practice the new skills. The consequences were rewards granted or withheld, and included punishment, positive and negative feedback and no feedback. The results indicated that the trainees assigned to units that had a more positive transfer climate demonstrated significantly more trained behaviours on the job, leading the researchers to conclude that transfer climate was a powerful tool which affected the transfer behaviour.

In the library literature, several theoretical studies addressed the issue of transfer of training (or lack of it) and urged that more attention be given to the quality of training in order to facilitate the integration of the new knowledge on the job (Slater, 1991; Smith, 1993; Bessler, 1994). Slater (1991) called library managers or training officers to use more systematic evaluation measures, 'not just that training was a nice experience, but that it had some subsequent positive effect at work' (p. 27). Lillie Dyson (1992) reported on a successful training programme conducted in Maryland to increase the accuracy of the reference process. However, little serious research has been directed at the transfer of training in libraries, except that undertaken by Burgin & Smith (1993; 1995) in the US.

Burgin & Smith (1995) investigated the degree to which libraries engaged in management actions supportive of transfer of training. The researchers used a 34-item questionnaire to assess the use of learned practices of 277 library and information workers who had attended continuing education programmes in North Carolina. Half the respondents were professional librarians, the other half being para-professionals. The largest group (almost a half) were employed in public libraries, and a third represented academic institutions. The survey instrument asked respondents to mark whether or not a described action was performed by the respondent's library. The results of the study showed that public librarians reported the highest percentage of transfer of training actions. They were significantly more likely to report being selected to attend the activity on the basis on an individualised training plan, having their work covered and being asked to share their new learning with their colleagues. The researchers suggested that managerial support for transfer of training might be improved if library managers were to pay more attention to actions related to job linkage and follow-up (such as planning the use of the new skills or designing opportunities for the use of the skills upon return from training).
In summary, the literature survey pointed to the following characteristics of a positive work environment, conducive to continuous learning and to transfer of training:

- Work assignments that are challenging and promote personal development (Kozlowski & Farr, 1988; Dubin, 1990). Continuous learning is a taken-for-granted part of every job in an organisation, regarded as an essential responsibility of every employee (Tracey et al, 1995).

- Knowledge and skill acquisition are supported by social interactions and work relationships (Dubin, 1990; Noe & Wilk, 1993; Tracey et al., 1995). Supervisors who demonstrate technical expertise and currency in the work carried out by their subordinates encourage them to develop their competence as well (Kaufman, 1990). Supervisors and peers encourage each other in their professional development endeavours. Commitment by top management to professional development activities is the key to participation in them (Kaufman, 1990). Employees who perceive that a training program is important to the supervisor will be more motivated to attend and transfer the new skills to the job (Baldwin & Ford, 1988).

- The organisation emphasises innovation and competition (Dubin, 1990; Tracey et al., 1995). There is a shared expectation that all organisational members strive for high levels of work performance through innovative work.

- There are formal systems that reinforce achievement and provide opportunities for personal development (Kozlowski & Farr, 1988; Dubin, 1990; Tannenbaum & Yukl, 1992; Noe & Wilk, 1993).

- Organisational members are provided with resources and opportunities necessary to acquire and apply new knowledge and skills. Access to new information and to dissemination systems is facilitated (Kaufman, 1990).

- There are clear policies that communicate the importance of continuous learning (Noe, 1986; Dubin, 1990), and extrinsic and intrinsic rewards are provided to individuals to effectively apply new knowledge.

6.4 Motivational Orientations

Motivation to participate in continuing professional development (CPD) activities has been one of the areas of considerable interest during the past two decades.
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Research studies in participation in adult education activities have generally used a psychological approach. Within the psychological framework, studies have addressed participation as well as non-participation, looking for reasons for participation or to deterrents to participation.

6.4.1 Theoretical models of motivation to participate in CPD

Various theoretical models have been used to explain motivation in the context of human resources management, organisational psychology and adult and continuing education, and only a selection will be reviewed in this chapter, particularly those bearing on CPD studies in recent times.

Herzberg, Mausner & Snyderman's (1959) model for motivation to work distinguished between positive motivators (factors related to the work itself and to the feelings of achievement of the employees) and hygiene factors, which do not motivate but serve as maintenance factors (such as salary and organisational climate). 'The satisfiers relate to the actual job. Those factors that do not act as satisfiers describe the job situation' (p. 63). Stone (1969) followed Herzberg et al.'s model in her study of CPD participation among librarians.

Houle's (1961) seminal work on the typology of adults based on their learning orientation provided a second conceptual framework to examine the motives of educational participation of adults. It included: a. goal oriented individuals, who participate in educational activities in order to accomplish certain tasks; b. activity oriented individuals, who seek educational activities for their social aspects, and c. learning oriented individuals who study for the sake of studying. Houle noted that 'these are not pure types; the best way to represent them pictorially would be by three circles which overlap their edges. But the central emphasis of each sub-group is clearly discernible' (p. 16). Houle's typology was most influential as it took into consideration participants' reasons, and pointed to the multiple motives for adult learning. It also formed the underlying principle for many studies that researched professionals' reasons for participation in development activities (Cross, 1981).

In 1980, Houle concluded that CPD was categorically distinct from adult and continuing education and developed another typology, for professional learning. Based on the level of participation of professionals in CPD, Houle classified them in a continuum from top to the bottom as innovators, pace setters, majority adopters and finally, the laggards. Several studies followed the Houle (1980) model and tested it in
various organisational settings (among the latest, Boshier & Collins, 1985 and Cervero & Dimmock, 1987). Boshier and Collins expanded Houle's categories and included social stimulation, social contact, external expectation, professional advancement and cognitive interests.

The expectancy theory developed by Vroom as early as 1964, as the third model, stated that an individual's behaviour is affected by his anticipation that one particular action will result in more favourable consequences than others will. A decision to put forth effort is made if it is perceived that there is a good chance it will result in obtaining something of value. The key-concepts of the theory are valence, instrumentality, and expectancy (often referred to as VIE). With regard to professional development, the theory predicts that the amount and type of updating engaged in by professionals are influenced by their beliefs about the consequences of maintaining professional competence. Professionals are likely to participate in continuing education activities if they believe that this will result in better professional performance (expectancy beliefs), that the level of their professional competence will influence the kind and amounts of rewards and outcomes they will receive (instrumentality), and that the value of the outcomes will be desirable or attractive (valence).

The expectancy theory had important implications for understanding the motivation for CPD (Steiner & Farr, 1986; Farr & Middlebrooks, 1990; Wexley & Latham, 1991). Adult education researchers have studied diverse sub-sets of the adult population involved both in traditional and non-traditional settings, as discussed by Howard (1989). Not all the studies have supported the theory, and other variables, such as self-esteem, self-efficacy, and personality characteristics, were identified as influential factors on the VIE process (Howard, 1989).

Connected to the theory of expectancy is that of behavioural intention (usually referred to as the theory of reasoned action), developed by Fishbein in 1963, and adapted by Grotelueschen & Caulley (1977) specifically to participation in CPD. This model assumes that a given behaviour is determined by an intention to perform that behaviour, and takes into account perceptions of social pressure to perform (or not to perform) that behaviour. The theory postulates that all variables are mediated by attitude and subjective norm. Attitude toward the behaviour is determined by a set of beliefs about outcomes of performing that behaviour and by an evaluation of each outcome. Ray (1981) and, more recently, Yang et al. (1994) studied CPD applying the
theory, but reported that it was not found to be very effective in predicting professionals’ intention to participate in CPD. Ray (1981) applied the theory to global intentions, which might explain the low results. More recently, Thorburg & Pryor (1998) used again the theory in library and information science. The study investigated decisions of twenty-seven ASIS members to attend regular association meetings, thus examining specific attitudes. The researchers found that attitudes influenced the intention to attend; the differences in attitude were determined by differences in strength of belief concerning the outcome of participation. This method limits the study of motivation to intention and attitudes, and does not fully consider other environmental forces.

The fifth model is that of Dubin (1977; in Dubin, 1990), later developed by Farr & Middlebrooks (1990), which emphasised that motivation and work environment were key determinants of employees’ interest and rate of participation in development activities. The model described six factors which affect technical updating: individual motivation, explained by the expectancy theory, and five factors grounded in the work-situation contexts: job challenge and work assignments, supervisory-subordinate relationships, organisational climate, peer interactions and management policies and practices. Several additional studies, especially among engineers and scientists, tested these theories (Steiner & Farr, 1986; Kozlowski & Farr, 1988).

All five models outlined above treated participation as an end, predicting the participation in CPD activities. In contrast, an alternative model has emerged, based on purposive reasons and conceptualised primarily with professionals in mind (Grotelueschen, 1985). In this model, participation was considered as a means rather than as an end. Grotelueschen (1985) pointed out that survey instruments designed to be used with general adult populations were inadequate to assess participation in CPD. This was due to significant differences in the referent populations, learners’ control over participation and the nature of the beneficiaries of CPD (the consumers of professional services, professional associations and society at large). With this specific intention, the Participation Reasons Scale (PRS) was developed to study professionals’ reasons for participation in continuing professional education.

The PRS is based on the assumptions that:

a. Professional participation in CPD is a purposeful activity yielding outcomes related to professional practice, regardless of what caused participation;

b. Reasons for participation should have an educational focus and be relevant for
CPD programme developers;
c. CPD participation has both traditional and less traditional purposes, and the way professionals respond is based on the demands of their professional role in society.

The first two assumptions seem quite naive: employees participate sometimes in activities that have little relevance to their professional practice, and don’t necessarily have an educational focus. Nevertheless, the overall approach is valid and will be used in this study as well.

The PRS seeks and classifies the professionals’ reasons for participation in CPD in five areas: 1. Professional development and improvement; 2. Professional service; 3. Colleague interaction; 4. Professional commitment and 5. Personal benefits and job security.

Grotelueschen (1985) concluded that the more traditional group of reasons was linked to professional development and enhancement of professional service, while the less traditional ones were those related to personal benefits, job security, group learning and interaction with peers. Studies across many professions -- physicians (Cervero, quoted in Grotelueschen, 1985), recreation professionals (Ray, 1981), physical therapists (Caras, 1985), nurses (Desilets, 1990) and dieticians (Long, 1991), among others -- have indicated that the most important cluster of reasons was professional development and improvement, followed by professional service, with personal benefits coming in last.

Grotelueschen (1985) has shown that the reasons for participation can differ significantly according to the type of profession, the career stage of the professional, and the personal demographic characteristics such as the type of practice setting and the number of years in the profession.

More recently, Noe & Wilk (1993) investigated the factors that influenced participation in CPD of three groups of professionals from three different firms. The model they proposed included numerous individual characteristics, among them ‘motivation to learn’. They hypothesised that motivation to learn and the evaluation of previous development experiences have a positive relationship with employees’ participation in CPD. The researchers used seventeen items to assess the motivation to learn, expressed as one factor. Although overall the model was not supported, motivation to learn was the only attitudinal variable to have a consistent and significant positive influence on participation in development activities. The findings
suggested that firms interested in stimulating employees to participate in development activities should consider taking actions to increase employees’ motivation.

Leiter et al. (1994), who have examined the skill enhancement of occupational health nurses, found three clusters of ‘facilitators’, factors perceived to encourage participation in continuing education activities: social facilitators, practical facilitators and career facilitators. Among social facilitators the researchers identified were opportunities to meet colleagues and exchange ideas; practical facilitators were, for example, a convenient location and reimbursement for tuition fees, and career facilitators were items such as credit toward further qualifications, awareness of national plans concerning the profession.

Nigel Hemmington (1999), publishing in a recent UK-based electronic journal, has synthesised several previously issued articles on the subject of ‘drivers’ to participation. Basically, they reiterated the relationship with organisational goals and strategies elaborated earlier and the importance of a visionary leadership committed to the development of a culture of lifelong learning at work.

6.4.2 Motivational studies in library and information science

In the library literature, relatively few studies have explored the motivation of librarians to attend CPD activities. Stone (1969) was one of the firsts to examine this issue, using a 42-item questionnaire. She found that the major motivators for librarians’ participation in continuing education events were quality of the professional improvement activity, the chance to be exposed to new and creative ideas and the opportunity to use the new knowledge at work.

The researcher then grouped the motivators into six categories:

1. development opportunity itself (e.g. quality, location);
2. group forces (e.g. supervisor, professional associates, home situation);
3. situation forces (e.g. changing role of library, changing body of knowledge, clientele special needs);
4. work-study forces (such as staff to cover job, financial help, time);
5. incentives (e.g. expected promotion, meeting other librarians, salary increases, new ideas, challenging assignments) and
6. Internal forces (e.g. better service, to realise ambitions, enjoyment, and age).
Forty-four percent of the respondents gave high ratings to incentives, ranking this factor as the dominant force toward professional improvement.

The categorisation clustered together the items in a peculiar way, giving the impression that a more careful formulation of the individual statements might have resulted in clearer distinctions. For example, under ‘incentives’ one can find a wide gamut of ‘sources of encouragement’, some related to extrinsic motives (such as salary increases), others to intrinsic ones (getting new ideas) and some socially oriented. Comparisons with other studies, at the factor levels, are thus very difficult.

A small number of studies focused specifically on the motivation of public librarians to continue their professional education, but the diversity of terminology and categories used makes comparison difficult. For example, in a UK study, Ritchie (1988) found that 52 percent of the respondents took courses leading to qualification for reasons of self-development, a third of the librarians surveyed mentioned interest as the major reason for participation, while 23 percent indicated the expectation of promotion.

MacDougall, Lewins & Tseng (1990) learned that librarians’ top motivators were interest in educational topic, the opportunity to learn new ideas, to update skills, to meet fellow professionals and to obtain specialist knowledge, all these summing up as ‘the need to expand and improve the individual’s knowledge and skill’ (p. 85). Contact with colleagues and experts was cited as the benefit most frequently derived from continuing education and training activities attended (p.40-44). MacDougall et al. (1990) surveyed both employees and managers, and their study revealed discrepancies between the two groups. Managers attached utmost importance to factors that would improve the quality service and staff expertise (the first eight reasons), but ranked social interactions of staff only eighteenth in importance.

Okey, Wood & Lawes (1992) were surprised to discover that 71 percent of the attendees at short CPD courses hoped to gain skills or knowledge necessary in their current work. The researchers concluded that this demonstrates severe skill shortages in libraries. Other reasons for participation suggested were to gain knowledge needed for new working practices, and to facilitate their future career progression.

Smith & Burgin (1991) investigated the motivation of librarians to participate in a North Carolina Library Staff Development Programme using a modified form of the Participation Reasons Scale (Grotelueschen, 1985). Their study identified four major components: professional competence, patron service, collegiality and personal...
concerns, with the first two categories rated higher than the other two. Burgin (1992) compared the motivations of public librarians to participate in CPD workshops with the reasons given by staff from other information sectors. The study affirmed that better service to users is a strong motivator for public librarians, and the author urged library directors to encourage participation in CPD events. In another related study, Burgin & Smith (1992) examined the degree to which library directors understood the reasons their subordinates chose to participate in CPD activities. The researchers found significant differences between the directors' perceptions of their subordinates' motivations and the motivations as reported by librarians. The directors underestimated the motivational strength of the professional competence and the patron service components, but overestimated personal concerns as a motivator of professionals.

In Israel, Dotan & Getz (1997, 1998) studied the motivations of public and school librarians for CPD activities. Their findings indicated that the majority of librarians were motivated by intrinsic factors connected to professional development: new requirements at work (53 percent), the prospect of a job promotion (44 percent), or the expectation to earn academic credits towards a degree (41 percent). Directors of libraries, on the other hand, perceived extrinsic factors, specifically those involved with material rewards, as the prime motivators of staff to enhance their professional skills. The factorisation of the items was rather simplistic, grouping together unrelated items under two large clusters — intrinsic and extrinsic factors.

A similar 'rough' clustering appears in the UK study of Goulding & Kerslake (1996). The researchers found that flexible library workers participated in training to feel competent and to maintain interest in the job performed (intrinsic reasons). Extrinsic reasons affected too, as the introduction of IT and reorganisation and restructuring of services put on librarians added demands for professional knowledge. The authors stressed that several of the extrinsic reasons became intrinsic, as librarians strove to uphold high service standards for their own good feeling and high morale.

Anwar (1998), who examined various issues connected to CPD among academic librarians, did not enquire about their reasons for participation in CPD but asked about the importance attached to various incentives. The majority expected to receive reimbursement of payments and consideration at promotion time. Certificates of participation were deemed more important than increases in salaries. Anwar interpreted the results as reflecting librarians' realism; others might infer that social
desirability affected the answers given.

6.5 Deterrents to Participation in CPD Activities

Understanding what causes professionals to participate in activities of continuing education has not developed the ability to predict participation and to explain why some do not participate. Consequently, various researchers (Cross, 1981; Scanlan & Darkenwald, 1984; Martindale & Drake, 1989) concluded that reasons for non-participation, frequently called *deterrents to participation*, should be researched and incorporated into theories of participation in continuing education.

6.5.1 Theoretical models of deterrents to CPD

As discussed in Scanlan & Darkenwald (1984), most of the early inquiries relating to deterrents were either descriptive studies, producing long lists of constraints, or theoretical assumptions resulting in intuitively-derived classification schemes (Cross, 1981). Cross (1981) proposed three categories of constraints:

1. *Situational deterrents*, related to an individual's external situation and beyond his/her control, at a given time (such as lack of time, financial situation);

2. *Dispositional deterrents*, arising from a persons' attitudes toward learning and perceptions of himself or herself as a learner (lack of satisfaction from learning, preference for other types of activities),

3. *Institutional barriers*, consisting of 'all those practices and procedures that exclude or discourage workers from participating' (p. 98), such as scheduling and location problems, lack of relevant offerings, and bureaucratic impediments.

Darkenwald & Merriam (Scanlan & Darkenwald, 1984) have presented a similar typology, with several differences. They retained Cross's situational and institutional constraints and labelled her 'dispositional' barriers - 'psychosocial obstacles'. In addition, they identified a fourth separate cluster, *informational constraints*, to reflect the lack of awareness with regard to existing educational opportunities. This could be caused both by institutional negligence to convey information about the programmes and to the adults' failure to seek and use the available information.

Scanlan & Darkenwald (1984) approached the question of deterrents from an empirical stance. They constructed and tested the Deterrents to Participation Scale
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(DPS) in a study of allied health professionals, seeking to determine, through factor analysis, the underlying factor structure of the survey responses. Six principal factors were identified:

a. **Disengagement**, that is perceptions related to one's general involvement and orientation toward the desirability and importance of learning. (e.g. 'I'm just tired of lectures', 'sometimes I don't have the energy'). Implicit in this group of variables were connotations of boredom, apathy and alienation.

b. **Dissatisfaction with the quality** of available educational programmes (e.g. 'the program is at the wrong level for me')

c. **Family constraints**, being 'influences related to the respondents' familial role and role expectations' ('attendance generally infringes upon my family time', 'it is often difficult to arrange for childcare').

d. **Cost** ('my employer does not assist with the cost of attending', 'I can't afford the course fees or the registration').

e. **Lack of benefit** (perceptions questioning the relative worth and need for organised continuing education. 'no monetary benefits to be gained').

f. **Work constraints** (perceptions related to conflicting demands on respondents' work time, such as 'it does not fit my schedule', 'it is difficult to get others to cover for me').

The six factors provided empirical evidence to the multidimensional character of the deterrent construct, which was found to be more complex than suggested by earlier intuitive formulations. Disengagement, cost and family constraints were found to be most influential in explaining the variance in participation/non participation status.

Scanlan & Darkenwald (1984) admitted that the scale suffered from constricted external validity, so that the results could not be generalised to other professions (p. 165). Shortly afterwards, Darkenwald & Valentine (1985) devised the 34-item generic Deterrents to Participation Scale - General (DPS - G), which they used to identify factors that deter the general public from participation in organised adult education activities. This revised construct described lack of confidence, lack of course relevance, time constraints, low personal priority, cost, and personal problems as the main factors deterring adults from participation. An investigation by Martindale & Drake (1989) using the DPS-G with Air Force personnel revealed two additional factors: lack of convenience and lack of encouragement. Studies across many professions have examined the deterrents to participation in CPD using versions of the

More recently, researchers from the field of human resources management and training stressed the work environment perspective, trying to demonstrate that employees' negative perceptions of the work environment acted as deterrents to CPD. Kozlowski & Farr (1988) found that routine tasks and narrowly focused jobs were demotivating and failed to induce the development of new skills. Similarly, Noe & Wilk (1993) highlighted the 'situational constraints' existing in the work environment, focusing on the lack of time, inadequate budget support and poor equipment. Their hypothesis that perceptions of situational deterrents at work influence negatively the attitude toward learning and the participation in development activities was statistically supported.

Other scholars have applied the constructs of both motivators and deterrents to build wider explanatory models to participation in CPD. Leiter et al. (1994) found three factors that inhibited the professional development of nurses in the UK:

a. duplication/irrelevance (already knowledgeable on the subject, unable to use the skill at work);

b. career disincentives (no increase in salary, no academic credits towards further qualification) and

c. practical deterrents (cost and time).

The first category (which included work-related deterrents) was found statistically significant.

Geale, Cockett & Rogerson (Hemmington, 1999) listed laziness, apathy and family pressures as the main barriers to professionals' CPD, whereas for younger professionals, lack of funding, lack of time and access to resources seemed to be key problems.

Major (Hemmington, 1999) who studied CPD effectiveness in small and medium sized firms, listed the following individually-perceived barriers to participation in CPD:

- lack of time, particularly when the employer did not pay for the time off
- costs that had to be incurred by the participant
- the difficulty of planning development programmes in times of constant changes
- the negative learning culture of the employing organisation.
- Lack of awareness of the development opportunities available
• The survival culture of the organisation, where only absolutely essential and immediate training needs are funded.

All of these barriers are organisational in nature, meaning that the organisation could avoid most of them by the implementation of corrective policies.

Major identified also the following barriers to the management's support for participation in CPD:

• Lack of evidence linking training with improved business performance
• Emphasis on short term survival issues
• Fear that staff will be poached
• Absence of internal training infrastructure
• Perceived high cost of training.

6.5.2 Studies of deterrents to CPD in the library and information science literature

Several studies of CPD among librarians (both in the USA and in the UK) have addressed the issues of deterrents to participation, among other aspects examined; no study was ever done specifically on the subject of reasons to non-participation. Most of the studies are descriptive in nature. Several studies examined the employees' perspective, others looked into the managerial attitudes (Bird, 1986; Slater, 1991; Williams, 1992), and still another group of studies combined both outlooks (MacDougall et al., 1990; Goulding & Kerslake, 1996).

Thirty years ago, Stone (1969) found that the factors most inhibiting professional development were institutional -- inferior quality of the programme, inconvenient location and time constraints, that is, factors connected to the opportunity itself and to work constraints. Similar results were obtained in several later surveys.

In the UK, Ritchie (1988), Slater (1988; 1991) and MacDougall et al. (1990), among others, queried the respondents about the reasons for non-participation in CPD activities and produced long lists of discrete items. Apart from cost, which appeared among the top-rated deterrents on almost all the lists, the major deterrents were organisational and personal in nature, and did not derive from the CPD programme itself.

Pressure of work was ranked first by librarians and managers alike (Bird, 1986; MacDougall et al., 1990). Both studies showed that a major problem for most libraries was insufficient staff to cover for those absent while attending off-the-job training. This problem was especially acute in small or remote libraries, where covering for the attendee's absence was more difficult without interfering with the service to users.
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Ritchie (1988) and Slater (1988) found too that ‘no time’ or ‘too busy’ were prevalent reasons to non-attendance. In her 1991 study *Investment in Training*, Slater noted that time loss to work while absent was ‘a higher barrier than even lack of money’ (p. 10). Goulding & Kerslake (1996) referred to this ‘logistical’ deterrent that was particularly imposing on part-time workers, often scheduled to work only at peak service hours. Since their absence at work meant putting an additional burden on co-workers, and perhaps arousing their resentment, it was often avoided. The researchers revealed that most employees did not participate because they were unwilling, but because they were unable. Part-time workers had sometimes other commitments when not scheduled to work, perhaps holding another part-time job, thus ‘no time’ being meant literally. The same reasons were apparent in studies conducted in the US (Williams, 1992; Cromer & Testi, 1994). Williams (1992) found that 75 percent of rural librarians could not attend CPD activities because there was ‘no one to keep the library open’ (p. 32). Cromer & Testi’s (1994) explanation was that reference librarians, who were extremely service minded, relegated to a low priority taking time off one’s public service responsibilities to attend continuing education programmes.

Factors related to cost and lack of funding followed, although MacDougall et al. (1990) showed that almost equal numbers of respondents considered costs as both major and minor influences in their decision to attend CPD events. Other studies, such as Goulding & Kerslake (1996) and Anwar (1998) indicated that part-time library workers who earned lower wages found that the extra costs incurred travelling or paying for extra childcare were prohibitive.

Sixty-four percent of the managers interviewed by Slater (1988) and 43 percent of MacDougall’s (1990) respondents mentioned the actual lack of suitable CPD activities as a significant deterrent to participation. The complaint came from both librarians and managers. Library directors were not likely to encourage their staff to attend CPD activities which were irrelevant to the actual needs of the library. Slater (1988) showed that courses were criticised by approximately 45 percent of the respondents for being too general, too low-level or insufficiently practical. Nevertheless, 75 percent thought the offerings were ‘fairly adequate’. Over a quarter of the respondents in Ritchie’s (1988) study gave as a reason for non-participation ‘sufficient qualifications’, suggesting that the activities provided had nothing new to offer. Lack of congruence to the library’s needs was identified by Cromer & Testi (1994) as a major barrier to the CPD participation of American reference librarians. Cronin (1988)
pointed to activity-derived deterrents from a different angle, when he pointed to the lack of qualified trainers as another obstacle in ensuring the high quality of the activities offered. The reason was echoed by Goulding & Kerslake's (1996) respondents as well. Slater (1991) underlined the problem emerging from the discrepancy between the high prices of external events compared to the meagre budget allocations per head of staff. In larger libraries this became a pressing matter.

In the MacDougall et al. (1990) study, a third of the respondents indicated that lack of information about forthcoming CPD activities caused non-participation. This is quite amazing, as announcements of forthcoming events abound in the British library and information professional publications. One would expect information workers to be attuned to information regarding their own professional development, although it is known that reading professional literature, as a form of CPD is not universally practised. The passivity of a number of respondents was evident when they stated that they have not been offered to attend any events, implying that CPD involvement should be arranged by the administration.

Another deterrent to librarians’ participation in CPD was due to organisational reasons, as indicated by recent studies. In the UK, MacDougall et al. (1990) found that employers’ policies and attitudes to continuing education were not considered to have a significant impact on librarians’ decision to participate in CPD, and interpreted this as a consequence of the absence of structured staff development programmes in libraries. Slater (1988), too, found that ‘management opposition’ was listed as a minor obstacle, to participation in external events. More recently, Goulding & Kerslake (1996) highlighted the flexible librarians’ perceptions that management was reluctant to invest in them and practically discouraged them from requesting to participate in training. Other organisational deterrents mentioned were management’s lack of awareness of their training needs, overall lack of development training and the attempts to offer only partial reimbursement for training-related expenses incurred.

Two studies of academic librarians pointed to ‘lack of management encouragement’ as one of the major deterrents listed, demonstrating that perceptions of this deterrent exist, if only the researchers cared to ask about them (Alserihiy, 1993; Anwar, 1998).

Lately, Johnson et al. (1997) studied deterrents to participation in a particular type of continuing professional development -- distance education -- with a group of health sciences librarians. The 48-item instrument based on Scanlan & Darkenwald (1984)
and Darkenwald & Valentine (1985) was distributed via e-mail to over 200 librarians throughout the US who made inquiries or registered on a distance learning course offered by the University of Missouri but did not complete the work. The questionnaire asked the ‘non-persistents’ to indicate the importance of each reason in their decision to discontinue participation, or to not register. The results showed two new constructs -- ‘distance education concerns’ and ‘technology concerns’. The first factor included having too little variety in the material, learning activities demanding too much work and feeling that the material was of poor quality. The second factor related to technological problems such as not getting a specific module or feeling lack of rapport with the instructor.

The study is very interesting and proves that the instrument is useful also in new contexts of professional development.

6.6 Educational Interest

6.6.1 Conceptual framework

Professionals may undertake continuing education activities to update the knowledge and skills learned in the past, to learn new skills and concepts and to further their personal development and interests. Sometimes these new skills and concepts are related to their present job and position, at other times the CPD programme is intended to facilitate promotion to a higher position, to a lateral job or to another line of work altogether. Professionals might also want to pursue a subject apparently unrelated to their work.

Need and interest are two concepts useful in the context of staff development. Knox (1981) stated that ‘a need is a gap perceived by an individual or others between a present and a changed set of circumstances’ (p. 365). Knowles (1990) added that the more precisely individuals can identify their educational needs, the more intensely they are motivated to learn. In addition, the more compatible the needs of the individuals are with the aspirations their organisations have for them, or vice versa, the more the likelihood that effective learning will occur.

Interests, on the other hand, have been defined by Knox (1981) as ‘demonstrated preferences for activity in which personal tendencies and competencies are absorbed in an interaction with ideas, people or objects ‘(p. 366). Knowles (1980) defined an educational interest as ‘the expressed preference among possible activities, perceived
as potentially satisfying educational needs' (p. 89). He further differentiated the nature of need from interest in that a need is often expressed behaviourally as a 'want' or 'desire,' while an interest reflects a 'liking' or a 'preference.'

It seems there is a wide consensus that CPD should develop out of a process of needs assessment (Torrington & Hall, 1991; Goldstein, 1993), as discussed earlier in this work. One step towards the formulation of training needs is the determination of the required competencies for the different organisational roles.

The issue of competencies in library and information work has been discussed in the US since the early 1980s (Weingand, 1981; White & Paris, 1985). Griffiths & King (1986) in their seminal study, identified, described and validated 8800 individual competency statements covering knowledge, skills and attitudes. A number of competencies defined were generic across functions, others followed context (work settings). The definitions included user services, technical services, management and technology services, and were applicable to professionals from entry level to the most experienced.

A number of library educators, such as Griffiths & King (1986), Mahmoodi (1993) and Lester (1994), regarded competencies as a continuum of skills aimed at ensuring a high level of service to clients. Others, such as Blaise Cronin (1985) and Duncan Smith (1993a) expressed concern at the attempt to focus on the minutiae of technical processes at a time when the profession developed a more unified user-centred approach. Susanne Mahmoodi (1993), a stout promoter of competencies, believed that they should be instituted by all libraries, as they can greatly improve the personal and professional image, the provision of library service and the planning for personal and professional change and growth. In 1992, the Education of Public Librarians Committee of the Public Library Association developed a statement of expected competencies for public librarians (Lester, 1994). These competencies were geared equally to the entry-level librarians, to schools of library and information studies responsible for the education of librarians, and to public library managers in charge of staff development. The thirty-three broad competencies were organised under nine headings: foundations and basic understandings; organisation of knowledge; information resources management; information services and delivery; technology; services and programming; administration and management; planning and evaluation; and professional and ethical responsibilities.
More recently, Lois Buttlar and Rosemary Du Mont (1996) studied the relevance of fifty-nine competencies for *all types* of library and information work (although most of the respondents worked in public libraries and ‘rated the competencies with the public library in mind’, p. 49). The competencies belonged to eight categories, namely management skills, skills related to automation and technology, knowledge of reference and information sources, interpersonal skills, communication skills, reference interview/reader guidance, selection and evaluation abilities, and technical service competencies. The analysis looked at each competency individually, not clustered. The five most highly rated competencies for public libraries were the ability to conduct an appropriate reference interview, collection management skills, knowledge of sources in all formats, selection and evaluation of print/non-print materials, and development of selection policies. A large number of experienced librarians ranked high the ability to provide reader guidance and all the skills related to management and library administration. Buttlar & Du Mont were concerned with the skills and attitudes required by librarians for both immediate and future roles as information providers and managers, hence the comprehensiveness of the list. It included basic competencies as well as more advanced ones and practical competencies, in view of the wide diversity of librarians. An additional reason was to provide for librarians who found employment in different types of libraries than what they have prepared themselves during their initial studies.

Several lists of competencies were developed for specific library functions. Mahmoodi developed a list of competencies for reference librarians working in small and medium public libraries (cited in Patrick, 1990). The list contained detailed competencies related to five areas of responsibilities of reference librarians: research skills, communication skills, managing skills, knowledge of the community and knowledge of information resources. She failed to include subject knowledge, as recommended earlier by Stieg (1980).

In 1991, the Ohio Library Association’s Children’s Services Division adopted a list of recommended competencies for librarians serving children in public libraries (Competencies, 1995). This inventory detailed six clusters of competencies: knowledge of client groups, administrative and management skills, communication skills, collection development, advocacy, and professional development.

A comparative analysis of the different lists reveals several similarities and many differences. Management skills are the only ones appearing on all the lists. Lester’s
(1994) cluster of ‘information services and delivery’ translates on other lists in more
detail, with separate categories for knowledge of reference sources, reference
interviewing skills, communication skills and interpersonal skills. While Lester
included ‘foundations of librarianship’ and ‘organisation of knowledge’, they are
missing from the other lists. On the other hand, Mahmoodi (1990) and the Ohio
Library Association Division (Competencies, 1995) included knowledge of the
community (or client groups), which forms the basis of community library and
information services.

Most of the empirical studies conducted more recently among librarians deal with
interests rather than with needs. Respondents are usually required to indicate their
preference for various topics from a list of subjects supposedly relevant to optimal
performance. This kind of approach does not mirror the concept of educational need,
but an open-ended type of competency, centred more on the employee and
considering less the employing organisation.

The interest demonstrated by librarians in various fields is not constant, as any
array of topics would be, of course, subject to change in popularity over time. In the
following section the evolving interest of librarians will be briefly reviewed.

6.6.2 Interest in professional library and information skills

Despite the fact that libraries have been computerised for a long time and topics
in the area of information technologies have been included in most LIS courses, this
subject has remained a favourite of participants in CPD activities. Earlier studies
(MacDougall et al., 1990; Peritz & Shagam, 1990; Park & Row, 1992) have revealed
librarians’ preference for basic computer training, perhaps because most of those
surveyed at the time had acquired their library education in the pre-computer days and
felt computer illiterate. Park & Row (1992) found that five among the six top-ranked
subjects belonged to the area of computers and information technologies. This trend
might be due to the rapid and frequent changes occurring in the field, which create a
real need for constant updating. Another reason might be that the IT field is a
fashionable area that offers public librarians the chance (or illusion) to improve their
professional status and image. A similar trend occurred in the past, shortly after non-
print materials were just introduced in libraries, when CPD activities centred on the
new media became very popular (Shagam, 1987; Lewins at al. 1991).

Slater (1991b) remarked that although computer training was still in high demand,
the nature of computer training seemed to be changing, concentrating more on 'the long neglected I rather than the T of Information Technology' (p. 59). Advanced computer skills and network navigation skills were identified as transferable competencies in the study carried out by Farmer & Campbell (1997) among special librarians; additional contemporary studies found IT applications skills and use of Internet both popular (Goulding & Kerslake, 1996) and important (Anwar, 1998) for CPD training.

The library literature dealt also with education and training for various library functions, including basic library activities. Boydston (1992) and Nevin (1994) argued that librarians should update their cataloguing techniques, according to the new methods used, and Axtmann (1994) explained that librarians have to continue their education in collection development techniques.

In 1990, Bauner surveyed the training needs of reference librarians, based on their self-assessment, and found that the needs were somewhat different than those prescribed five years earlier by Mahmoodi (cited in Patrick, 1990). As expected, competencies are not static but change along with the environment and the changes in library services. The five highest needs listed by Bauner (1990) were: reference interview techniques, general and specific reference sources, service orientation, people work and use of technology. Cromer & Testi (1994) stressed that specific subject knowledge was vital to the provision of quality reference services, and should be continuously undertaken by every reference librarian. More recently, Doney (1997) learned that knowledge of information sources was still the most popular subject for CPD, and Anwar (1998) showed that knowledge of electronic information sources and user education programmes were ranked as most important professional skills for CPD by academic librarians. In Israel, Dotan & Getz (1997, 1998) found that librarians as well as employers were interested in library reference skills comprising an IT element, such as database searching and computerised indexing.

For more than a decade now research has indicated that training in managerial skills was in steady demand (Bird, 1988; Slater, 1988, 1991; MacDougall et al., 1990; Peritz & Shagam, 1990; Park & Row, 1992; Farmer & Campbell, 1997). The US study of Park & Row (1992) showed that library management was ranked second in importance from a list of twenty possible topics for continuing education programmes. In UK, Bird (1988) concluded that management was considered by most librarians to be a training need in any library position, not only in preparation for a senior job.
MacDougall et al. (1990) found that management was the topic attracting most interest, with 25 percent of the librarians indicating that they have participated in CPD activities in this area. Perhaps the reason is, as Raddon (1996) has suggested, that management is a subject too difficult to master at the initial library education level, when inexperienced students are unable to relate management theories to the library environment. Farmer & Campbell (1997)'s study identified management skills, including budgeting, human resources management and time management as the skills considered by information workers as transferable to other jobs, offering another explanation to the popularity of these topics.

Continuing professional development was considered an essential ingredient in enhancing librarians' ability to change and to function effectively in a changed environment (Weaver-Meyers, 1992; Lawes, 1996). Lawes (1996) identified the skills necessary to cope with the emerging trends of downsizing, outsourcing and empowerment in libraries. Among other measures, she recommended librarians to view library service in financial terms, to learn how to analyse competition and how to measure profitability and impact.

Williams (1992), who surveyed the continuing education needs of rural librarians in US found that a predominant topic addressed 'board and council relations', concluding that public relations and involvement in local politics were necessary in rural libraries to stabilise financial conditions and increase community support. The need for political skills was highlighted also by Slater (1991), Kinnell (1991), and Usherwood (1996), especially for librarians in managerial positions.

Usherwood (1996) pointed to another aspect of management training when he warned that librarians without a thorough understanding of the public service ethos and the principles of public services management might be lured by fashionable ideas borrowed from the private sector, which contradict established tenets of public service.

CPD activities in various communication skills were emphasised in the UK since the eighties, when Prytherch (1986) found that public relations training abounded even in the most rural libraries. Communication in its broadest sense refers to the ability to transmit information that is appropriate for a certain audience. Mahmoodi (1986; quoted by Patrick, 1990) stressed the importance of communication skills in order to determine users' needs and to communicate to others about the library. Hall (quoted by Weaver-Meyers, 1992) recommended teaching personal networking skills, and
Levy & Usherwood (1992) covered various aspects of interpersonal communication skills in depth in their British Library report.

A related concept that emerged during the last two decades is 'teamwork' — identified by Fielden (1993) as an important area of change in library and information services, demanding new competencies. The necessity of training librarians in principles of co-operative work has been addressed earlier in the US (Patrick, 1990).

The traditional library work with pre-school and school children demands continuing training in all the areas connected with literature appreciation, critical reading and viewing and the school curriculum. Elkin (1992), who studied various facets of library and information services for children in the UK context, argued that knowledge of children's reading interests and abilities, programming, and advocacy skills were necessary competencies. In the US, Mae Benne (1991) criticised children librarians' 'single-minded devotion to programmes about authors and illustrators' (p. 260), whom she called 'inspirational', as opposed to the 'educational' programmes, comprising child psychology and education. Benne urged librarians to enhance the skills necessary for the intellectual and creative growth of the children, and to frequent activities that allow interaction with other child-care professionals.

Library and information services for children and schools are specialised areas of study, of interest to those working in specific contexts. MacDougall et al. (1990) recorded that only fourteen percent of the CPD activities attended by the UK librarians surveyed were in the area of children's services, including educational issues. In contrast, Dotan & Getz (1997) found that topics connected with library work with children (reading promotion, bibliotherapy, and information skills) drew a strong interest in Israel, particularly with public library directors.

The relationship between librarians' subject interests and participation in selected CPD activities has not been previously explored. It is here hypothesised that the interest in the topic of the programme mediates the participation in CPD activities: the greater the interest, the greater will be the investment in CPD. If the topics are mildly interesting, a professional might decide to attend a conference, but it seems unreasonable that she or he will enrol in a rigorous academic programme. Leiter et al. (1994) has demonstrated that overall educational interest (of occupational health nurses) affects the selection of a mode of CPD. The model suggested will be examined in the context of public librarians.
6.7 Interest in various types of CPD activities

6.7.1 Terminology and Scope

The concept of ‘how’ a professional maintains his/her competence was expressed by a wide variety of terms, among them activities, formats, types, methods, opportunities, strategies, updating responses (Kozlowski & Farr, 1988), deliverables (Pors, 1997) or ‘modes’, a term introduced by Stone (1969) into the US library literature, and since then widely used.

Traditionally, professional development has been dominated by a course-led model focused on the individual. However, the meaning of ‘being a professional’ has changed over time. As elaborated by Craft (1996), being a professional means ‘taking responsibility for identifying and attempting to meet the professional development needs of oneself and one’s institution’ (p. 7). In recent times, the group focus on professional learning based in the unit of service and its collective needs has increased in importance. CPD activities include formats as diverse as conferences, courses and seminars, study for higher degrees, research, publication in the professional press, development of special projects at work, activism in the professional association and participation in electronic discussion groups, to name just a few.

Various classifications have been used for the different activities.

Many theorists (London, 1989; Wexley & Latham, 1991) distinguished between on-site activities and those taking place off-site. On-site comprised all the development methods used at the workplace, through direct instruction or ‘through serendipity, the sink or swim approach’ (Prytherch, 1986, p. 14). In the past, continuing professional development consisted mainly of external activities and was event-focused (Smith, 1993). More recently, added weight was given to the internal training and to staff development activities geared to an entire group of employees (Smith, 1993; Haycock, 1997).

CPD activities may also be classified by the degree of formality, although there is no agreement with regard to the meaning of ‘formal’. Slater (1988) considered as ‘formal’ education courses or seminars provided by the academic system and leading to a recognised qualification or degree. ‘Informal education’ or self-development did not confer degrees or diplomas and was not part of any formal and consistent plan. Examples of these informal activities were attendance at conferences and meetings, membership of a professional body, visits or guided tours that ‘can broaden the
trainee’s sense of the possible’ (p. 11), and also private reading and actual work experiences. The assumption in much of the academic discourse was that informal training was inferior to the more formal one (Abbott, 1994). In contrast, the existence of a system of informal self-learning in an organisation is currently considered as evidence of serious professional development.

Houle (1981) distinguished between three professional modes of learning -- inquiry, instruction and performance or reinforcement, understanding that ‘professionals learn from a variety of activities, only one of which is formal instruction’ (Cervero, 1988, p. 59). Consequently, Cervero preferred to call these modes of learning ‘modes of participation’.

Stone’s (1974) early study identified three major modes of continuing education: course work, interaction modes and self-teaching modes.

a. Course work and related modes are structured activities, organised and instructor-led such as university credit courses (leading to a degree), credit courses designed for professional practitioners, non-credit, employer-sponsored courses, and short, intensive courses.

b. Interaction modes allow a degree of interaction among participants and are used primarily as a process of keeping up to date with new developments. Among these activities are professional meetings, conferences, visits to other libraries, in-house lectures and seminars, paid leave and sabbaticals. Slater (1988) pointed out that these activities afford a genuine developmental process as the attendees are introduced informally to more experienced professionals or to other professionals experiencing similar problems.

c. Self-teaching modes, activities that relied on the inner motivation of the learners and on individual self-direction (Candy, 1991; Varlejs, 1993; Casteleyn & Webb, 1993), included presentations to staff following attendance at conferences, reading professional literature, teaching, conducting training, writing for publications, research, consultation work, home study.

A survey of the library literature relevant to types of CPD revealed few research works. Most studies of librarians’ CPD included long lists of activities, based on the practices and existing technology at the time when the studies were carried out. Within the broad scope of CPD issues, the type of CPD was studied from various angles, with descriptions of the patterns of participation in diverse activities prevailing. A few research works attempted to compare the practices and preferences
of various groups and sub-groups of employees or to study the effectiveness and appropriateness of the different modes. Some limited attention has been given to single CPD modes, such as the consideration of short courses or conferences, or most recently, reports on uses of new technology. Most such accounts are descriptive reports rather than evaluative examinations, and only few will be reviewed here.

6.7.2 Review of studies on types of CPD activities

During the seventies and eighties, several researchers (Salvati, 1976; Price, 1986; Slater, 1988) followed Stone's (1974) classification. Among them, Salvati and Price are two major library science doctoral dissertations in which continuing education activities came under intensive scrutiny.

Janet Sue Salvati's (1976) work was a major study of the methods of continuing education activities, focusing on the academic librarians' involvement, perceived effectiveness and preferences for each mode of delivery. Salvati studied all 118 professional librarians in the 22 accredited colleges and universities of West Virginia, using questionnaires. The major findings of the study were: a) user preferences were not congruent to the perceived effectiveness of the mode; b) research, credit courses toward a degree and field trips won highest ratings; and c) librarians relied heavily on interactive types of continuing education. Salvati recommended library administration to provide leadership, encouragement and support to professional librarians seeking continuing education, and to establish a standing committee on continuing education within the West Virginia Library Association. Salvati's work was of importance in planning the current research.

Neil Price (1986) investigated the practices, preferences and perceptions of school library media specialists employed in the public schools of North Dakota in regard to twenty-four delivery modes of continuing education. The researcher developed a questionnaire, based on Stone (1974) and Salvati (1976), and mailed it to the entire population of 321 school librarians in the state, resulting in 150 usable questionnaires. Various personal and professional characteristics were correlated with the use, preference and perceived effectiveness of the modes, all trying to explain the choices made by participants. Price concluded that the respondents relied heavily on course work modes, due to the formal requirement of the state department of public instruction.

More recently, Jana Varlejs (1996) has conducted a comprehensive study of the
self-directed learning of librarians, in an effort to document the extent of their workplace learning as compared to their participation in formal continuing education. The CPD activities included in-service training, coaching and mentoring; incidental learning; self-directed learning projects; current awareness (reading journals, access to email, print/online indexes); staff meetings and reports from colleagues. Questionnaires received from 521 members of the American Library Association indicated that 77 percent have undertaken highly intentional learning at their own initiative, using resources of their own choosing. The number of hours dedicated to self-directed learning was three times more than that devoted to formal learning. The environmental, professional and autonomy characteristics of the self-learners were measured using three specially designed indexes.

In Israel, Peritz & Shagam (1990) were puzzled by several inconsistencies. The researchers found that the percentage of those attending short courses and conferences (12 percent) was much lower than the percentage of those who indicated a preference for these types of CPD activities (74 percent). Only eight percent indicated that they received in-service training. Should they have discussed CPD provision (or lack of it), an explanation might have emerged.

The majority of Dotan & Getz' (1997, 1998) respondents were employed in public libraries and had a lower education than the population of Peritz & Shagam (1990). The study examined only external training, which was deemed more appropriate for Israel's small library systems. The preferred modes for CPD were courses and seminars. Workshops were rated low, in contrast with the results of other previous studies. The lack of popularity might be due to the scarcity of workshops being offered in Israel to librarians.

6.7.3 Discussions of specific types of CPD activities

A number of works have discussed at variable depth and length the CPD modes used by librarians, within a more generalised discussion of CPD issues; several studies have examined empirically the actual practice. Participation in CPD activities has been operationally defined by a variety of methods: the type of activity attended, the number of activities attended, the number of contact hours per year or, most often, just the preferred type of activity. While some studies looked into the use of specific types of CPD, others investigated librarians' participation in various types of CPD, by work context.
Distance education has been hailed since the correspondence courses in Dewey's times as a convenient way to further one's professional education, freeing the learners from the constraints of pace, place and time. Yet, educators have historically viewed distance education as a 'second best' learning environment (Weingand, 1993, p. 49) and the library world was slow in showing interest in this method (Haythornthwaite, 1989). Now, it seems that the very technology that has stimulated the need for more learning is also generating alternatives and solutions to the well-known drawback – lack of contact between students and teacher and between students.

A wide spectrum of different possibilities exists, from a simple subscription to a number of discussion groups to teleconferencing via telephone or computer. Particularly in the English-speaking Western countries, many library schools offer distance education using telecommunications, and library staff with access to the Internet may benefit from a variety of online courses (Barron, 1996). A recent British Library report (Leach, Arundale & Bull, 1996) surveyed the interest in the delivery of CPD for information professionals by means of computer networks and teleconferencing. The report assessed the degree of professional demand for programmes of this nature and evaluated opportunities and barriers for future developments in this area. The researchers used two surveys, one directed to providers of library and information education throughout the world; the other targeted a representative sample of UK information workers ('the users'). The report concluded that both providers and users were ready to use this type of CPD opportunities, but large investments will still be required, both in infrastructure and in the preparation of instructional materials.

An American study of the obstacles perceived by librarians who dropped out of distance education courses of continuing education has shown that many users still experienced considerable technology-related problems that inhibited their use of this type of activity (Johnson et al., 1997).

Distance education may be a convenient solution for staff development in smaller organisations (Slater, 1988). As the fixed costs of production are considerable (Haythornthwaite, 1989; Rochester & Pearce, 1993; Leach et al., 1996), the number of users of the course determine the cost efficiency ratios. This may pose a problem in places where the interested groups would be limited, such as in Israel.

The continuing emergence of new information technologies holds promise for the development of new modes of CPD. A third generation of distance learning, based on
the networked environment, provides an infrastructure for collaborative learning, including feedback and interaction (Harries, 1995). Lately, the literature has begun discussing the benefits and possibilities of continuing professional development by means of **e-mail and discussion groups** (Kvebekk, 1998) which can offer the essential contacts with peers, as necessary for sharing experiences and getting advice. Networking through email and exchanging ideas about professional concerns through discussion groups may provide the equivalent of the discussion centres recommended a decade ago, but never quite implemented (Michaels, 1985). E-mail also provides current awareness (Varlejs, 1996), and navigation on the WWW can bring professional journals and briefs from conferences within easy reach. However, these new channels are not yet used by everybody, as Farmer & Campbell (1997) have learned. Their survey among energy and health librarians indicated that only 24 percent of the respondents made use of e-mail and participated in discussion groups.

**Discussions with colleagues** were still found to be among the most popular methods of continuing professional development, particularly in the UK. Ritchie’s (1988) respondents rated this method second in importance; in MacDougall et al. (1990), this type of activity was used by 21 percent of the librarians surveyed. Slater (1988) found that while 69 percent thought that personal contacts were the most *useful* CPD activity, only 47 percent *preferred* to use this mode for CPD. Among school librarians the trend was opposite: it was ranked third among the CPD types used and preferred, and second in perceived effectiveness (Price, 1986). The relative isolation of school librarians might explain the high value placed on networking with peers.

In most of the American studies, public librarians rated highest workshops and courses (McCrossan, 1988; Williams, 1992; Smith, 1993), while UK librarians showed a clear predilection for informal methods of continuing education such as reading of professional literature, visits and particularly in-service training (Ritchie, 1988; MacDougall et al., 1990). Short courses were rated high in the majority of studies, and appeared to be most suitable for CPD.

Ninety percent of the library administrators surveyed by McCrossan (1988) indicated that the most helpful activity was attending **workshops**. Williams (1992) found that one-day workshops held on-site predominated in rural areas, followed by one-day workshops that necessitated travel. Apparently, providers preferred workshops as well, as demonstrated by the high number of workshops listed in the annual ALA Statistical Report (Smith, 1993). Other writers highlighted the possible
pitfalls, as workshop learning was not always successfully integrated into new or improved practices (Tomlinson, 1997). Williams (1992) revealed that the greatest number of US state libraries used inexperienced staff members as trainers. The call to train the trainers is still a valid priority, as it was more than a decade ago (Prytherch, 1986; Smith, 1993).

The wide variety of courses makes it impossible to discuss all of them together. At the most formal end of the spectrum are the academic courses. Dotan & Getz (1998) found that both librarians and library directors in Israel preferred formal and highly structured types of CPD activities and mentioned academic courses as the most efficient method of continuing professional development. By contrast, MacDougall et al. (1990) showed that academic courses formed only two percent of the activities attended by UK librarians, with 'extensive courses' adding 3 percent. More recently, Freeman (1995) and Elkin & Wilson (1997) remarked that this type of CPD learning was becoming more widespread in response to a growing demand for library and information workers to upgrade their academic and professional qualifications. Elkin & Wilson (1997) were optimistic at the new opportunities opening up for professionals within universities, following the modularisation of the higher education in the UK. They emphasised that taught courses were current and research-based, thus clearly appropriate. However, professionals might find that academic courses that are not intended specifically for working individuals are scheduled throughout the day and might conflict with their work engagements. Studying only a few courses at a time lengthens the total period of study and might result in fragmentation and lack of perspective.

As opposed to the academic courses, the short courses are less formal and rigorous. Still, short courses can be up-to-date, wide ranging in coverage and topic specific. Heyes & Stuart (1996), who studied CPD practices in British small businesses, found that much of the training taking place in the UK was of short duration, primarily short courses lasting three days.

Fifty-seven percent of the librarians surveyed by Slater (1988) attended short courses in the year previous to her study, while MacDougall et al.'s (1990) respondents rated short courses as the most popular type of CPD activity. Most activities (45 percent) described by participants were of one day's duration only, supporting the findings of Durrance (1986) in a US study, where two thirds of the programmes described lasted two days or less.
Peritz & Shagam (1990), in Israel, found that 74 percent selected short courses as the most suitable type of activity for continuing education purposes. Dotan & Getz (1998) did not inquire specifically about short courses, but it might be possible that some of the respondents checking ‘courses’ on the answer sheet might have had ‘short courses’ in mind.

Despite their benefits, the literature mentions also some of the disadvantages. Short courses can be ‘uneven and disjointed, unlikely to provide adequate and systematic coverage’ (Cronin, 1988, p. 306), with possible gaps in provision, and rather expensive, considering both the direct cost on fees and travel and the indirect cost of participants’ time (Davies, 1990b). Nevertheless, Slater (1988) found that 75 percent of staff were satisfied with the results of external short courses. Both managers and staff expressed the need for short focused courses that imparted skills immediately applicable to the work situation.

Twenty-four percent of Ritchie’s (1988) respondents selected reading of library literature as one of the five activities most important to career development. In all the studies conducted reading of professional literature was the most popular activity among the self-learning modes, used virtually by all librarians (Slater, 1988; McCrossan, 1990). Ninety-two percent of the staff in Slater’s (1988) study said they read journals, and 44 percent did it ‘frequently’ (p. 48). Slater admitted that ‘judicious’ reading can be very useful, although she pondered ‘how does a self-trainer know what to read’ (p. 12). One would assume that librarians know.

Farmer & Campbell (1997) wondered whether the high reports of reading (77 percent of the energy librarians and 94 percent of the health librarians) were not ‘wishful thinking’ (p. 131). But the figures might present a flexible method that enjoys support from the employing organisation (Sager, 1993; Varlejs, 1996). Varlejs (1996) found that 77 percent of the librarians had in their libraries a current awareness system with journals and table of contents routed to everyone. Stebelman (1996) related how librarians ‘took control of their own continuing education’ by organising an in-house reading group, and serving as model for other library workers.

Research is another professional activity praised for its ability ‘to enhance the knowledge of the author and to further the individual’s analytical powers’ (Rooks, 1988). This mode of CPD was habitually considered as a self-teaching mode (Stone, 1974; Price, 1986). Varlejs (1996) included research among the ‘professional development’ activities, along with professional meetings and continuing education.
In other studies, such as MacDougall et al. (1990), research was not included, reflecting perhaps the lower involvement of librarians in an activity requiring special skills.

Price (1986) recorded that eleven percent of the school librarians participating in his study had used this mode, and slightly less indicated a preference for it. Interestingly enough, 12 percent listed it as the most effective mode of CPD. Only 5 percent of the library administrators studied in McCrossan (1988) were involved in ‘writing pieces for publications’, while 53 percent rated the activity as ‘extremely unimportant’ for CPD. Durrance (1986) seemed to agree. She compared the impact of research and continuing education on library and information services, and concluded that continuing education was more influential. Varlejs (1996) reported that twenty percent of the librarians surveyed received time release for conducting research (conducted, perhaps, on behalf of the organisation).

Currently this view seems to undergo a reversal, particularly in the UK. A 1996 report by Pluse & Prytherch showed that public libraries do not have a researched base of information on which to plan strategic direction of services, and started a subtle shift in perception. Freeman (1995) had already suggested that public libraries should sponsor applied research, which could contribute both to the workplace and to the advancement of professional knowledge. Deborah Goodall (1998), who examined the place of research in public libraries found no organisational approach. She concluded that many research activities were part of the day-to-day management of public libraries, but they did not influence broader strategic management. The research was conducted primarily by enthusiastic staff who were taking courses at university, in their spare time and with no budget allocations. A recent project aimed at enhancing the research skills of practitioners and to promote the wider use of research results in strategic decision making was reported by Ashley, Nankivell & Chivers (1998).

Visits to exemplary libraries to gain from the experiences of other similar institutions are an informal type of CPD used by many librarians. Besides observing other professionals, an added value is the meeting with colleagues who may then become useful professional contacts (Davies, 1990). Both Slater (1988) and McCrossan (1988) found that a small majority (51 percent and 53 percent, respectively) considered the visits as useful professional tools. However, as Davies (1990) has pointed out, in periods of scarce resources one should consider the potential benefits of the visits against the costs of transportation and staff release.
Additional activities mentioned in the literature as effective modes of professional development are committee work and involvement in professional associations. Rooks (1988) and Sager (1993) stressed that membership in each of them facilitates networking with colleagues from other organisations and provides new perspectives and a better understanding of large-scale processes and issues. Most empirical studies did not include these modes as professional development. Price (1986) listed 'committee work' and found that while eighteen school librarians (22 percent) have participated, only ten respondents (12 percent) thought the activity was an effective mode of professional development, and even less marked the option as their preferred CPD mode. The large discrepancy between use and interest might indicate a disappointment with the social aspect and perhaps with the method as a whole. Alsereihy (1993) found that academic and research librarians rated 'service on professional committees' as the lowest preferred type from a list of ten CPD activities. Those who had participated in this activity rated it higher than those with no prior participation.

Different studies used manifold terms and conceptual schemas when they referred to types of CPD. What McCrossan (1988) called 'meetings of professional associations' was labelled by other researchers 'professional conferences' and it is difficult to compare and contrast the findings. Both Ritchie (1988) and MacDougall et al. (1990) found that 21 percent of the librarians regarded conferences as important forms of continuing professional development. Alserehy (1993) found that this type of CPD activity was rated by Saudi academic librarians the highest among all the other methods. McCrossan (1988), on the other hand, learned that American library administrators gave only medium ratings to meetings of professional associations, and speculated that perhaps his respondents had many contacts with other professionals in their daily work and they valued the meetings less than other librarians who had fewer such contacts. While 49 percent of the Israeli academic librarians in the Peritz & Shagam (1990) study preferred conferences, only 27 percent have attended them. In contrast, Dotan & Getz (1998) found that although the majority of public and school librarians have attended conferences, only 16 percent marked the option as their preferred mode of CPD. These populations are affiliated with different professional associations, which might explain the variance in their evaluation of the conferences' worth. A similar result appeared also in Price (1986) in relation to school librarians: 75 percent have participated in conferences, but only 23 percent preferred them as
vehicles for continuing development or considered them effective.

**In-house CPD.** In these days of shrinking resources and ever-changing technology, libraries no longer have the option to leave the choice and direction of professional development solely to individual aspirations. Senge (1991) has highlighted that individual learning was useful to an organisation only to the extent the learning could be applied for organisational benefits. In many organisations management has begun to take a much more proactive role to ensure that continuous learning becomes a way of life for all staff members (Worrell, 1995; Dakshinamurthi, 1997; Tomlinson, 1997). Additionally, organisations are increasingly demanding as much value as possible for their investment in terms of identifiable outcomes.

CPD activities taking place off-site, be they formal or structured, are no longer considered the most effective methods of enhancing professionals’ skills. Learning that takes place away from the workplace, under the instruction of outside experts, does not necessarily answer to the specific needs of the organisation. The unnatural environment and the high costs involved have highlighted internal training as a better alternative. A general opinion, from various professional fields, was that the educational effort had to be local (Prytherch, 1986; Slater, 1991; Haycock, 1993; Smith, 1993; Pors & Schreiber, 1997; Tomlinson, 1997). Internal courses maximise the use of existing resources within the organisation and are economical in terms of time, as there is no time loss for travelling. Internal training may be customised to fit the needs of the participants and the library, and further support and follow up are easier to implement (Prytherch, 1986; Slater, 1991; Haycock, 1997). On-site training also allows the organisation to retain control over the quality of training (Jewell & Siegall, 1990).

Research studies in library and information services indicated that librarians considered internal training as one of the most important methods for CPD (Ritchie, 1988; Peritz & Shagam, 1990; Lewins et al., 1991; Varlejs, 1996). Slater (1988), who found that 57 percent of the libraries provided some kind of internal training to their staff, revealed a positive causal relationship between the size and complexity of the staff and the complexity of the internal programme. Seventy-eight percent of the larger libraries offered internal programmes, as opposed to 29 percent of the smaller libraries. Larger parent organisations often offered corporate training programmes, and Slater (1991) saw a positive trend in the integration of LIS staff into corporate training programmes where they could intermingle with other employees and become
part of the corporate team.

Critics of the internal training highlighted that the quality, intensity and relevance of the programmes varied. The very advantage of tailored courses might have become a disadvantage, as internal courses tended to be essentially practical and limited in scope. Programmes organised in-house might be amateurish, and suffered at times from interruptions and hit-and-miss attendance (Prytherch, 1986; Bartram & Gibson, 1994). The most serious problem levelled was the quality of the trainers: they were not necessarily experts in the training of adults (Tomlinson, 1997), many had a narrow perspective, lacked a theoretical framework (Slater, 1988) and an over-abundance of internal courses was seen as encouraging professional introversion and parochialism (Bartram & Gibson, 1994) and the danger of development becoming stagnant without external stimuli and challenge. A constructive solution to the weaknesses of internal training was ‘to import external expertise into the controlled structure of an internal training programme’ (Slater, 1988, p. 10), while continuing to provide the structure, delineate organisational needs and explain the context and culture of the specific library to the outside experts.

One of the drawbacks of importation of external training was the cost, which affected particularly less affluent libraries. Cooperative arrangements could provide a solution. Prytherch (1986) elaborated on the cooperative model, which pooled scarce resources and afforded the sharing of expertise and costs between several organisations. An additional advantage expected from these cooperative ventures was the development of librarians’ competence as trainers. Davies (1990) recommended identifying strengths and weaknesses of the particular organisations, as well as overlaps and deficiencies in CPD provision, in order to maximise the benefits.

Staff meetings at various frequencies constituted another method of internal training, albeit less conspicuous. Most studies looked into the more structured types of CPD and disregarded this method. Researchers who followed Stone’s (1974) questionnaire (Salvati, 1976; Price, 1986) listed ‘in-service staff meetings’ among the interactive modes. It appears the method was used by many school librarians (48 percent), preferred by fewer than 20 percent) and considered efficient by only ten percent of the respondents (Price, 1986). Slater (1991) found evidence that weekly staff meetings were used to discuss training needs, alert staff of forthcoming events and report to staff on training attended by individual librarians. Varlejs (1996) entered staff meetings among the resources that helped staff keep up to date professionally,
and found that eighty percent of the librarians surveyed availed themselves of this opportunity.

A different type of in-house training was **on-the-job training**, defined as 'an informal procedure in which the trainee is expected to learn by watching an experienced worker' (Goldstein, 1993). Abbott (1994) found that this type of training abounded in small firms, with 53 percent of the smallest companies relying almost entirely on this method. Called also 'sitting next to Nellie', the method was practiced almost universally, consciously or unconsciously (Prytherch, 1986), mainly because of its many advantages (Rooks, 1988; Bartram & Gibson, 1994): low cost, individualised training, learning in the workplace allowed more involvement on the part of the supervisors, including feedback and support. On-the-job training was widely used to instruct new employees in the specific duties of their new positions.

Goldstein (1993) was rather sceptical at the success of these 'mostly unplanned' programmes ‘placed in the hands of individuals.... who may consider the entire procedure an imposition on his or her time’ (p. 229). Slater (1988), too, considered this method as the least effective and revealed that only 14 percent of the respondents thought that on-the-job training was adequate. Among the potential problems listed by Rooks (1988) and Bartram & Gibson (1994) one can find lack of time, pressure of work, interruptions in the workplace and, echoing Goldstein's words, trainers' inability or unwillingness to train their colleagues, and the possibility that bad habits would be passed on. Prytherch (1986) thus gave a high priority to the 'training of Nellie', as the key to more effective on-the-job training.

One cannot sum up this topic without reference to the great amount of new learning achieved from the actual work experience. Durrance (1986) held that new knowledge in the library and information professions grows primarily from practice, with innovating libraries experimenting with new service. Eraut (1994) explained that professionals learn continually because their work entails engagement in a succession of cases, problems and projects which they have to learn about. Eraut did not talk about librarians, but this certainly applies to them. On the other hand, he emphasised, it was quite difficult to establish exactly what and how much has been learned from experience. Only a reflective professional, who deliberates upon the significance of every case-specific learning, succeeds in integrating the new knowledge into a general theory of practice. In this respect on-the-job training remains problematic and cannot replace structured, organised learning activities.
6.8 Summary and Hypotheses

This study attempts to develop a conceptual model that examines the relationships existing among multiple factors, individual, contextual and educational, and tests the relative importance of previously established constructs. The study attempts to reply (partially) to Tannenbaum & Yukl's (1992) challenge that the time has come for 'a paradigm shift from research designed to show that a particular type of training 'works', to research designed to determine why, when and for whom a particular type of training is effective' (p.433). The study looks into the 'why' and 'for whom', and examines interest rather than effectiveness. It aims at constructing an integrative theoretical model, capable of determining target audiences for different types of CPD activities, through an examination of various factors affecting employees in a specific organisational environment, namely professional librarians employed in public libraries in Israel.

The model is presented in Figure 6.1 (overleaf). Based on the theoretical and empirical studies reviewed, it implies that four variables influence the intention to participate in certain types of CPD activities: motivation to continue the professional development, perception of deterrents, intention to transfer the training and educational interest in the topics of CPD. In addition, personal, professional and organisational characteristics, as well as satisfaction with CPD activities have a direct impact on the participation in CPD opportunities.

Work environment characteristics were found to be the leading factor affecting employees' participation in CPD (Kozlowski & Farr, 1988; Noe & Wilk, 1993). This study made use of one work environment factor, namely the perception of the applicability of new skills at work (D), which was examined also by Tracey et. al (1995) with regard to transfer of training. The influence of this variable on participation in CPD has not been directly studied. However, it has been suggested that employees who believed that new skills and concepts might be used at work were more likely to get involved in CPD activities than employees who anticipated organisational constraints (Peters & O'Connor, 1980; Noe & Ford, 1992).

According to the theoretical models presented, motivation to participate in CPD activities is related to participation in various types of updating (Noe & Wilk, 1993). Understanding the motivations (F) of professionals to participate in various CPD
CHAPTER 6

FACTORs AFFECTING PARTICIPATION IN CPD

Individual characteristics:

A. Personal:
• Age
• Education

B. Professional:
• Library education
• Years of professional experience
• Past participation in CPD
• Career aspirations

C. Organisational:
• Type of library
• Position in hierarchy
• Employment status
• Type of library service

D. Perception of Applicability of New Skills in the Library

E. Satisfaction with current CPD opportunities

F. Reasons for participation in CPD activities

G. Deterrents to Participation in CPD activities

H. Educational Interest

I. Intention to participate in types of CPD activities:
• Active Involvement
• Semi-Formal Activities
• Social Activities
• Self-Learning

Figure 6.1 RESEARCH MODEL -- FACTORS AFFECTING PARTICIPATION IN CPD ACTIVITIES
activities can also assist employers in creating a more favourable organisational climate, thus ensuring the maintenance of a competent professional staff.

Employees who feel constrained by various situational deterrents (G) in their work environment regard participation in CPD activities as less beneficial, and refrain from participation in continuing professional development. Deterrents related to family and feelings of inability are assumed to be of less importance. The model predicts that the decision to select a certain type of CPD is affected both by the overall interest shown by an employee in learning, and specifically by the employee’s interest in the topic (H) of a certain activity. Should the topic be perceived as relevant to the work, or as conducive to personal or professional further development, the employee is likely to get involved in more exigent CPD activities than when the topic is of less interest.

The study will examine also the relationship between several individual characteristics (A – C) and the satisfaction with current CPD opportunities (E) with the variables of the study, although no hypotheses can be posed. Previous theoretical studies have been inconclusive regarding the significance of these variables.

The dependent variable is interest in specific types of CPD activities (I). The model attempts to explain participation in four types of continuing professional education: active involvement opportunities (such as course work or conducting research), social professional activities (such as visits, professional meetings), semi-formal activities (workshops) and self-directed learning (reading, home study).

The following hypotheses have been proposed:
A. The perception of the applicability of new concepts and skills at work is positively associated with motivation to participate in CPD, perception of deterrents, educational interest, and interest in CPD activities (D→F, D→G, D→H, D→I).
B. There is a direct relationship between motivational orientation, educational interest and interest in CPD activities, with significant differences between the intrinsic and extrinsic reasons. (F→H, F→I).
C. The perception of deterrents to participation in CPD is inversely related to educational interest and interest in participation in CPD activities (G→H, G→I).
D. Educational interest is directly related to interest in participation in CPD activities (H→I).
The aims of the study determined the research design adopted (Fig. 7.1, overleaf). Three main research methods were used: literature survey, survey through the use of questionnaires and interviews.

The literature reviewed spanned from 1985 onward, in order to ensure the recency of the data. Several library OPACs were used: in the UK, the Pilkington Library at Loughborough University and the British Library; in Israel, the libraries of Beit Berl College, Bar-Ilan University, Haifa University and the Tel Aviv University. Databases such as LISA, Library Literature, ERIC, PsychLit and ABI- Inform were also scanned for literature from 1995 onward, using phrases such as 'continuing education', 'staff development', 'professional development', 'skill enhancement', and 'updating'. The literature was reviewed in chapters 3, 5 and 6. The researcher drew on the various sources to identify relevant themes and research methods, particularly during the construction of the various measures used in the study.

As this study endeavoured to investigate both the factors conducive to librarians’ participation in CPD activities and management practices concerning CPD, it made use of two different research paradigms -- a quantitative method (questionnaires) and a qualitative approach (interviews).

The survey through questionnaires seemed the most effective and efficient means of obtaining uniform data and opinions from a large number of respondents, facilitating comparison and statistical aggregation of the data (Patton, 1990). The survey analysis can either describe the characteristics of the structured set of cases thus obtained, or locate causes or associations, by comparing cases (De Vaus, 1996). Public librarians were questioned about their participation and interest in CPD activities, and about their reasons for participation and obstacles met. As a large number of librarians were surveyed, data could be generalised to represent the total population of public librarians in Israel (Weingand, 1993b). The use of combined quantitative and qualitative approaches allowed for greater confidence in the research findings (Bryman, 1995). Mellon (1990) and Hannabuss (1996) stressed that the aim of qualitative research is to understand a particular situation or activity in context,
# CHAPTER 7

## FIGURE 7.1 GENERAL RESEARCH DESIGN

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<td>2c. relationships between the factors of ‘applicability of new skills’ and characteristics of the locality, library and librarians</td>
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<td>3c. relationships between the factors of ‘reasons for participation’ and characteristics of the locality, library and librarians</td>
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<td>4c. relationships between the factors of ‘deterrents to participation’ and characteristics of the locality, library and librarians</td>
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## CHAPTER 7

### RESEARCH QUESTIONS

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<th>LITERATURE SURVEY</th>
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<td>8b.</td>
<td>satisfaction with the current provision of CPD</td>
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from the viewpoint of the persons being interviewed, offering, in the words of Hakim (1997) 'richly descriptive reports of individual perceptions, attitudes, beliefs, views and feelings' (p. 26). Public library stakeholders were thus interviewed in order to draw information about the management of CPD and to get their perceptions about librarians' professional development. Some of the information requested touched the relations with the local authority and the Ministry of Culture, sensitive topics that would not have been dealt with in writing. The researcher wanted to obtain the subjective opinions of decision-makers from their angle, and a closed questionnaire would have precluded this. Mason (1996) emphasised that 'qualitative research designs ... need to allow for flexibility, and for decision making to take place' (p. 33). And indeed, the interview schedules prepared were used as a guide, with the actual interviews taking a rather open and flexible course, which allowed the interviewees to dwell on aspects of interest to them.

The methods were conducted simultaneously by the same researcher. The two types of data were treated at times as complementary to one another since some data related to different research questions. Where they addressed the same questions, the findings from one approach were checked against the findings deriving from the other, applying the logic of triangulation (Patton, 1990). The methods were integrated in the discussion and conclusion stages and accorded equal weight (Brannen, 1992). These two combined research instruments have been chosen to be used in this study for data collection, in order to achieve a well-balanced measure of the variables being studied. The two approaches highlighted contradictions and inconsistencies and helped illuminate the problems. Moreover, the presence of qualitative data assisted in the analysis of the quantitative data, as aptly elaborated by Bryman (1995).

7.2 Research population

Two populations were examined: librarians and library ‘officials’, namely library directors and other library decision-makers (sometimes called ‘library stakeholders’).

7.2.1 Librarians

The population for this part of the study consisted of professional librarians employed in public libraries in Israel. According to the last official report, there were
187 public library systems under the auspices of the Ministry of Culture employing 664 FTE library staff (Ben Naim, 1997). Most of the libraries are small, and non-professional or para-professional workers handle many library functions. The majority of librarians are employed part-time (CCIR, 1993).

For the purpose of this study, professional librarians were considered those library employees who have received a library diploma upon completion of a two-year programme of studies in the field of library and information studies. Three types of certification were regarded as equally valid: University post-graduate diplomas and degrees, Colleges' 'certified librarian' diplomas and the Israel Librarians' Association stage 2 ('librarian') certificate. Both librarians in supervisory positions and 'line' librarians were considered for the study, full-time and part-time employees, experienced as well as novice professionals.

Several studies carried out in the UK and the US were checked for their methodologies (Jones, 1977; Bird, 1986; Ritchie, 1988; MacDougall et al, 1990; Goulding & Kerslake, 1996). The possibilities considered were:

a) To survey librarians individually, irrespective to their places of employment, or
b) To survey librarians according to libraries.

Although it seemed that the first method was preferable, since the intent of the study was to identify the opinions of librarians, this method was not feasible in Israel. There is no register or directory of professional librarians (such as that of the ALA or the Library Association), and thus, it was not possible to identify individual professional librarians. Furthermore, it was felt that the second method was highly appropriate to the issues under investigation. CPD needs of public librarians are dependent to a large extent upon the community served, and participation in CPD activities is influenced by policies of the local authority and by the CPD provisions in different areas. A number of variables represented in the model were connected to the work environment, thus adding weight to the decision to survey the respondents by employing libraries.

Sample. The tasks confronting the researcher in the design of the study were to identify professional librarians, select the respondent samples and determine the size of the required samples for questionnaires and interviews. Since the study aimed at explaining multiple relationships among variables with regard to participation in CPD activities, and covered a wide gamut of issues pertaining to continuing professional
development, it became clear that responses from about 300 librarians would be necessary for satisfactory statistical analyses.

In order to identify the professional librarians, the researcher compiled a preliminary list, based upon the 1995 annual reports of public libraries to the Department of Libraries at the Ministry of Culture (the last complete report available). The list recorded the name of the library, the number of branches (if any), the number of library staff, the number of professional librarians, and whether the director of the library had professional qualifications. One of the most important preliminary findings was that the number of professional librarians employed in the Israeli public libraries was rather small, and a large number of libraries would have to be included in the study, in order to obtain an adequate number of replies from professional librarians. The list of libraries surveyed appears in Appendix I.

The study used stratified sampling to collect the data. In an effort to reflect the broad diversity in public libraries throughout Israel, libraries were selected according to four characteristics:

a) Geographical -- the study covered most of Israel, provided that the area was within one hour driving distance from a centre of professional education and training, to ensure that remoteness would not be a factor in the decision to participate in CPD. Due to Israel's small area, this covered most of the country, except the very peripheral regions. In practice, due to other criteria employed, a disregard for this criterion would have added to the study only five libraries. It was felt that including very distant libraries would have introduced additional considerations (such as the higher costs of travel and accommodation and the problems of longer time release) which could adversely influence the participation or intention to participate in CPD. A compound problem related to the current provision of CPD opportunities to a small and distant population. All these dimensions might have clouded the findings, and they could not be properly assessed. Although these are very important issues, it was decided they are out of the scope of the present study.

The large region under study contains eighty percent of Israel's population. The study investigated librarians employed in public libraries in all eleven large cities (with population above 100,000), and in a variety of town, city and regional (rural) libraries. This region includes all the six schools of library and information studies found in Israel (Table 7.1, overleaf) as well as several active providers of continuing education programs (including the Israel Centre for Libraries). It was thus assumed
that all interested librarians would have relatively easy access to opportunities for professional development. Appendix 1b shows the geographical distribution of the libraries surveyed.

Table 7.1  Distribution of library schools in Israel

<table>
<thead>
<tr>
<th>Geographical Region</th>
<th>School of Library and Information Studies</th>
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<tbody>
<tr>
<td>Jerusalem</td>
<td>The Hebrew University of Jerusalem</td>
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<tr>
<td></td>
<td>David Yallin College</td>
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<tr>
<td>Central Region</td>
<td>Bar Ilan University (Ramat Gan)</td>
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<td></td>
<td>Beit Berl College (Kfar Saba)</td>
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<tr>
<td>Northern Region</td>
<td>Haifa University</td>
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<td>Oranim College (Kiryat Tivon)</td>
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b) A second stratum was formed according to the size of the area served by the library, in such a way that large urban library systems would be represented equally with small towns and regional (rural) libraries in all the regions. Four groups were created (according to the 1996 census of the Israel Central Bureau of Statistics):

1. Libraries in small towns with a population of less than 40,000 inhabitants.
2. Libraries in cities with a population of 40,001 – 100,000 inhabitants.
3. Libraries in large cities, with populations above 100,000.
4. Regional library networks, which include a central library and rural and town branch libraries. In most of the networks, professional libraries are employed only in the central library; thus, in most cases they were the only ones to fill out the questionnaires.

Although the study aimed to have the same number of librarians in each group, it was not possible due to the small number of professional librarians employed in regional libraries.

c) Socio-economic situation of the region. The Ministry of Education and Culture uses a ‘disadvantaged index’ in the financing process of educational institutions in various localities: the lower the SES, the higher the allocations. The index rates localities according to the socio-economic condition of their residents, as calculated by the Central Bureau of Statistics on the basis of various statistical analyses (Shprintzak et al., 1992; Appelbaum et al., 1996). Measurements such as the rate of unemployed local residents, the number of cars per 1000 residents, the average level of education, living conditions, employment in various professions and the average
monthly income per family, were weighted and used in the construction of the index. Based on this index, the Department of Libraries at the Ministry of Education and Culture has compiled a scale of its own, in use for the funding of public libraries and for other purposes, such as the assessment of writers' fees from public lending rights. This study made use of these indices in order to stratify the regions, and libraries from low SES areas as well as libraries from medium and high SES areas were surveyed.

d) Size of library staff and professional librarians. Libraries were included in the study provided they employed at least three librarians, including at least two professional librarians, in order to ensure that those interested in CPD activities may be released from work. Very small libraries were thus excluded from the study. The preliminary survey revealed that many libraries in Arab villages and towns had a very small professional staff, which would have left them outside the scope of this study. In order to incorporate the larger and more professional libraries among them, the criterion for inclusion of Arab libraries in the investigation was changed to three library workers, one of them at least being professional.

7.2.2 Public library decision-makers.

The second population consisted of public library directors, officials at the Ministry of Education and Culture, representatives of professional librarians' organisations and members of national bodies concerned with policy setting and funding of public libraries.

The researcher interviewed a sample of these stakeholders in order to examine issues such as the management of CPD for public librarians, CPD policies and budgets, the availability of CPD opportunities and incentives for participation in CPD programmes. Semi-structured interviews were used.

The sixteen library directors interviewed came from the same four strata of libraries as used in the distribution of the questionnaires. In response to the officials' concern for confidentiality, special care was taken to ensure their anonymity, and so the researcher conducted interviews with at least two members of each group.

7.3 The Research Instruments
The research used two major instruments: the questionnaire and the interview. First, the questionnaire and the variables explored through it will be presented. Next, the interview schedules will be discussed.

7.3.1 The pilot test.

Following is the description of the pilot test (the pre-test) that was conducted after the questionnaire was first developed.

De Vaus (1996) considered the pilot test essential in order to detect fallacies, hidden problems and to ensure the suitability of the questions. He discussed at length that all aspects of the questionnaire should be tested: the questions, the alternative answers, the layout, the flow and the timing. Following De Vaus suggestions, great care was given to the wording of the questions; in order to keep the questionnaire as short as possible, unambiguous and easy to handle.

De Vaus distinguished between three phases of pilot testing: question development, questionnaire development and questionnaire polishing. In this study, all three phases were followed.

a) Question development: The respondents were asked to reply to the questionnaire in the presence of the researcher, who also monitored the time needed for completing the questionnaire. After they have answered, the respondents were briefly interviewed about the individual questions:

- to ascertain that the questions were clearly understood;
- to find out whether alternative answers were desirable;
- to evaluate the interest generated by the questionnaire;

Most of the respondents offered constructive ideas and fully cooperated with the researcher.

b) Questionnaire development: In this phase, the respondents' answers were analysed along with the researcher's comments in order to improve the whole questionnaire. As a result of this phase, revisions were made: certain questions were excluded, individual items were added, and several changes were made in the wording and the layout of the questionnaire. This phase lasted while the first version of the pilot test was administered to the first twelve respondents.

c) Polishing pilot test: The information gathered in the previous phase brought about a second version of the questionnaire and was used again at the end of the pilot test, in order to finalise the questionnaire used in the main research.
The pilot test was conducted on a sample of forty-eight librarians, representing approx. 15 percent of the number required for the final research. The sample was derived from the general population of professional librarians, and selected according to the same criteria used in the main research study; the pre-test respondents were not re-surveyed in the main study.

Following the first phase of the pre-test, minor changes were made and the order of several questions was changed. The alternation of short and long questionnaires provided more interest and was less tiring. The reactions were very good, and librarians from different types of libraries and at various levels of professional positions and education stated that the instrument was interesting, comprehensive and they enjoyed filling it out. Most of the respondents completed the entire questionnaire within twenty minutes.

Subsequently, several statistical analyses were carried out in order to verify ways to process the results of the anticipated main survey.

7.3.2 The Questionnaire

The questionnaire (Appendix 2), one of the two major instruments used in this study, consisted of several segments, each examining a different variable. The first section looked into the individual characteristics of the respondents. The second section was related to various factors influencing participation in opportunities of continuing professional development. Finally, respondents' interest in CPD was examined. Following is a description of the questionnaire according to its components, and details about the operational variables.

7.3.2.1 Individual Characteristics

The characteristics examined related to various personal, professional, and organisational attributes of the respondents.

a. Personal characteristics.

The respondents were asked to indicate the age bracket corresponding to their age. Five possible age bands were provided: 20-30, 31-40, 41-50, 51-60 and above 60.

The educational background was assessed by one item ('what is your highest academic degree?'). Five possible responses were provided: MA/PhD; BA/BSc; Professional non-academic diploma; High School Diploma; and a fifth category was provided for answers not covered by the options offered ('other').
b. Professional characteristics.

The respondents were asked to indicate which one of three possible professional certificates was the highest library certificate they held: graduate library degree or diploma (post-BA studies), certified librarian (undergraduate studies), or diploma of non-academic library education (ILA Stage 2 librarian).

One item was included to assess the number of years of library experience ('How many total years of experience in library work do you have?'). The respondents were asked to fill in the relevant number of years.

Career Aspirations. Seven items were included to assess the expected career changes of the respondents within five years. The items, developed for this study, took into consideration the specifics of employment in public libraries in Israel at this time ('administrative duties', 'change to another type of library', 'employment in a different professional field'). The respondents were asked to rate each statement on a 5-point Likert-type scale, with 1 = not at all interested, and 5 = very interested.

It was assumed that the seven items belonged to the same content domain. The total correlations of the items ranged between .39 to .62. The internal consistency reliability estimate for the scale according to the coefficient alpha of Cronbach was .74.

c. Organisational Characteristics

One item assessed the organisational context of the respondents. Two possible answers were provided:

I. employment in a main library or central branch;
II. employment in a branch library.

Position in library hierarchy. One item assessed whether or not the respondents held a supervisory position (i.e. director, assistant director, or branch/subject/division manager). Two possible responses were provided: no and yes, in which case the respondents were asked to specify the title of the position.

One item assessed the employment status of the respondents. A 3-point response scale was provided: full-time, 50% and above and less than 50%.

Types of library service. Eleven items were used to assess the types of service performed by the respondents. Ten possible options were provided, along with an additional open answer ('other') for duties not covered by the options suggested. The items were constructed on the basis of the literature review and the practice in Israel,
as evident from the pilot test conducted (for example, following the pilot test several items were reworded in order to minimise the ambiguities: the term ‘extension’ librarian was changed to read ‘culture and enrichment’ librarian, and ‘indexing’ was added to the ‘classification/cataloguing’ type of service, as these functions are usually performed by the same librarian).

The researcher used contents analysis to group eight types of service into fewer categories, for use in statistical tests. The grouping was done according to the conventions of the profession:

i. public services -- consisted of three items: adult reference, children reference and circulation;

ii. resource management included three items as well: collection development, non-print resources (media and digital) and cataloguing/classification/indexing.

iii. enrichment services included two items - culture and enrichment activities and reading promotion;

Two items, system managing and managing formed two additional groups, each consisting of one item.

The respondents were asked to indicate all the types of service they performed in the library, but when clustering the responses, only one answer per category was considered.

7.3.2.2 Factors influencing participation in opportunities of CPD

This section included various factors affecting the participation in opportunities of continuing professional development: attribution of responsibility for librarians’ CPD, satisfaction with existent CPD opportunities, perceptions of the applicability at work of the new knowledge acquired in CPD, reasons for participation in CPD activities and deterrents to participation in CPD.

a. Attribution of responsibility for CPD

In order to determine the degree of responsibility assumed by respondents for their own continuing professional development, they were asked to rate on a seven-point Likert scale their perception of the degree of responsibility of seven agencies for the CPD of librarians. The options provided reflected all the stakeholders in librarians’ continuing professional development in Israel -- the employing library, the local authority, professional associations, schools of library and information studies, the
Ministry of Education and Culture, professional course providers, and finally, the librarians themselves.

b. Satisfaction with existent CPD activities

Four items assessed respondents’ satisfaction with existent CPD activities. The items referred to the quantity, quality and diversity of CPD activities offered to public librarians in Israel, and to the information available to them about CPD activities. The respondents were asked to rate each statement on a seven-point Likert scale, adding 0 = don’t know, for those respondents who had not participated lately in CPD activities and had no opinion on some of the items.

During the pre-test it became clear that the majority of librarians have answered this questions thinking exclusively about the Israel Centre for Libraries, the largest provider of continuing education programs in Israel, who had been lately involved in public controversies with the Department of Libraries at the Ministry of Education. In this respect, the question was understood to be an evaluation of the Centre, and it elicited various responses, according to the attitude of the respondents towards the Centre and its Director. This was not the intention of the study, and the researcher had to make frequent clarifications about the meaning of the question. In order to avoid misunderstandings, the opening of the question was changed to include examples of providers of continuing education programs in Israel (‘...such as the Centre for Libraries, Bar-Ilan University, Beit Berl College, Teldan, etc.’)

It was assumed that the four items represented the same content domain, and the internal consistency reliability test was carried out. Its results showed that the total correlations of the items were very high, between .63 and .83. The internal consistency reliability estimate for the scale was .88.

c. Perception of Applicability of New Skills in the Library (Motivation to Transfer)

Eight items were included to assess respondents’ motivation to transfer the skills and knowledge acquired in CPD on the job. Three items were based on Noe & Schmitt (1986) and Kadish (1989), but they were reworded in order to fit the library scene in Israel. Five additional items were developed especially for this study. The respondents were asked to indicate their opinion with regard to each statement on a 5-point Likert-type scale, with 1 = strongly opposed and 5 = strongly agree.
Principal factor analysis yielded two factors that explained 51.7% of the variance. One item did not load on any factor with a value greater than .40, and it was excluded. The factor loadings and internal consistency of the items are presented in Table 7.2.

Table 7.2 Factor loadings and Internal Consistency of the Motivation to Transfer the Training Items

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<thead>
<tr>
<th>Motivation to Transfer the Training</th>
<th>Factor 1</th>
<th>Factor 2</th>
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<td>alpha</td>
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</table>

Each factor was named according to the common contents of the statements loading on it:

Motivation to Transfer Factor 1: ‘Applicability of New Skills’. Four items assessed respondents’ motivation to use the skills learned on the job, based on their belief that new skills may be applied successfully at work (i.e. ‘my supervisor expects me to apply at work the new skills acquired in CPD’).

Motivation to Transfer Factor 2: ‘Irrelevance of New Skills’. Three items assessed the negative motivation of the respondents to transfer the new skills to the work context (‘most of the concepts and skills acquired in CPD are not compatible with the realities of the library and cannot be applied at work’).

As manifest from the table, the internal consistency test of the factors by Cronbach’s alpha showed a reasonable internal consistency (.68 and .71 for factors 1 and 2, respectively).

d. Reasons for Participation in CPD activities

Librarians’ reasons for participation in continuing professional development activities were assessed through the use of a twenty-seven item instrument based on Smith & Burgin (1991) modified version of the Participation Reasons Scale (Grotelueschen, 1985). The Participation Reasons Scale (PRS) was originally
developed using a large data bank of reasons for professionals’ participation in continuing professional education, across many professions. The instrument, initially designed for physicians, consisted of thirty statements. Smith & Burgin (1991) used the same questionnaire, but revised the wording so that it would fit the library and information science professionals (for example, *medical activities* were re-worded *library* activities), and used it with individuals who were participating at the time of the study in a continuing education programme.

The items in the original questionnaire (Grotelueschen, 1985) were clustered in five factors:

1. Professional development and improvement (i.e. ‘to maintain my current abilities’, ‘to help me keep abreast of new developments’);
2. Professional service (i.e. ‘to help me increase the likelihood that patients are better served’, ‘to enable me to better meet client expectations’);
3. Colleague learning and interaction (i.e. ‘to be challenged by the thinking of medical colleagues’, ‘to relate my ideas to those of my professional peers’);
4. Personal benefits and security (i.e. ‘to enhance my individual security in my present position’, ‘to enhance individual security in the present profession’);
5. Professional commitment (i.e. ‘to maintain individual identity within the profession’).

The last factor would be relevant in professions with a strong professional identity and culture. Smith & Burgin (1991), in their study of North Carolina (US) librarians found that the fifth component (professional commitment) explained only 4% of the variance, and they did not retain this component. The final results of their study thus consisted of only four factors.

Previous studies that have used the Participation Reasons Scale ascertained that satisfactory levels of reliability were exhibited, from a low .78 to a high of .92 using the coefficient alpha (Grotelueschen, 1985).

This study constructed a twenty-seven-item participation reasons scale, based on previous research and taking into consideration the special circumstances of professional public librarians in Israel. At first, a thirty-item instrument was developed: sixteen statements were adapted from the Participation Reasons Scale, having changed the wording as deemed appropriate in the Israeli context of public library and information services, and fourteen new items were added. The pre-test showed several redundancies (and the repetitive items were subsequently deleted) and
several weaknesses, when it seemed advisable to reinforce the factors with additional statements.

The final question had twenty-six items. Six of the new items related to organisational incentives, a construct frequently discussed in the more recent the organisational management literature; other items addressed personal benefits according to the practice among Israeli librarians.

A seven-point response scale was used, with 1 =not at all important and 7 =most important, and the respondents were asked to rate the importance of each statement in their decision to participate in CPD activities. The items were administered in a random order.

The factor analysis yielded six factors that accounted for 64.3% of the total variance. The factor loading of the items and the coefficient alpha are presented in Table 7.3 (overleaf).

Each factor was named according to the common contents of the cluster of reasons loading on it:

**Participation Factor 1: 'Organisational Support':** Six items were included (items 2,7,9,18-19, 26) to assess the respondents' motivation to attend CPD activities because of the encouragement offered by the library ('to meet my supervisor’s expectations', 'the library supports librarians’ CPD').

**Participation factor 2: 'Professional Development',** had five items that related to the desire of the respondents to master new professional knowledge and skills, to update their old knowledge and to broaden the general education, in response to their current work demands (items 3,10-12,21).

**Participation Factor 3: 'Professional Service',** contained four items, used to assess participation in CPD activities due to the desire to improve the service and be more responsive to users’ demands (items 1,8,15,22). Items such as ‘to maintain the quality of the work’, ‘to be more creative’ and ‘to meet users’ expectations’ clustered together on this factor.

**Participation Factor 4: ‘Personal Intrinsic Benefits’.** The four items that clustered together in this factor (items 4,6,13,27) addressed the desire of the respondents to benefit from their additional training within the profession -- by increasing their chances to move to another library position, to perform more varied tasks, to obtain transferable skills or academic credits.
### Table 7.3. Factor Loadings and internal consistency of the Reasons for Participation in CPD Items

<table>
<thead>
<tr>
<th>Reasons for Participation</th>
<th>Factor 1</th>
<th>Factor 2</th>
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Participation Factor 5: ‘Professional Social Interaction’, contained four items (items 5, 17, 20, 23) that dealt with collegial interactions with librarians and library leaders from the profession at-large (‘to meet colleagues from other libraries and learn from their experiences’, ‘to be challenged by the thinking of library colleagues’).

Participation Factor 6: ‘Personal Extrinsic Benefits’. Four items (items 14, 16, 24-25) were used to assess the personal extrinsic benefits, all dealing with various aspects of rewards (‘to increase the likelihood of professional advancement’, ‘to get recognition as a librarian with up-to-date knowledge and skills’, ‘to qualify for CPD pay raises’).

Internal consistency tests conducted for all the factors showed high alpha coefficients ranging from .71 to .83.
In order to identify higher order factors, a second-order factor analysis was conducted. In this analysis, the six factors extracted in the principal factor analysis were further analysed; two second-order factors emerged, explaining 70.4% of the variance (Table 7.4). These factors showed a high loading of all the components, from .66 for professional interaction reasons to .89 for reasons related to the professional development of librarians.

<table>
<thead>
<tr>
<th>Reasons for participation</th>
<th>Factor 1</th>
<th>Factor 2</th>
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<td>Personal Intrinsic Benefits</td>
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<tr>
<td>Professional Social Interaction</td>
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</table>

As we see, the higher-order factors express two content domains: the first factor represents the material reasons for participation, and the second factor represents the professional reasons associated with participation in CPD activities. For each of these two higher-order factors a score was computed by averaging the individual factors comprised in each higher-order factor.

e. Deterrents to Participation in CPD Activities

The variable deterrent to participation was examined through the use of a twenty-two-item instrument derived from Darkenwald & Valentine’s (1985) Deterrents to Participation Scale (DPS·G). The original questionnaire consisted of thirty-four items, clustered into six factors:

[1] Lack of confidence (i.e. ‘I feel too old to take the course’);
[2] Lack of course relevance (i.e. ‘The courses available do not seem interesting’);
[3] Time constraints (i.e. ‘The course is scheduled at an inconvenient time’);
[4] Cost (i.e. ‘My employer would not provide financial assistance or reimbursement’);
[5] Low personal priority (such as: ‘I don’t enjoy studying’) and
[6] Personal problems (i.e. ‘I have trouble arranging for child care’).

Both Darkenwald & Valentine (1985), who studied the general population, and Martindale & Drake (1989), who subsequently applied the same instrument to Air Force population, found the instrument to be reliable (a .86 alpha coefficient was found in both studies).

For this study, a thirty-one-item instrument was initially developed: twenty-two adopted from the original questionnaire, rewording some of the items as it was deemed necessary in the Israeli context, and nine new items. Following the administration of the pilot test, it appeared that several statements were redundant or unclear among Israeli librarians, and the question underwent a major revision: eight of the original items were deleted, and two others were merged to form one statement. In its final version, the question had twenty-two items.

The respondents were asked to rate the relevance of each statement in their decision not to participate in CPD. A seven-point Likert scale was used, ranging from 1 = Entirely Irrelevant to 7 = Most Relevant. The items were administered in a random order.

Factor analysis was used in order to extract the principal components of the construct, and the Varimax procedure was used for the orthogonal rotation. The factor analysis extracted six factors that accounted for 58.5% of the total variance. The factor loading of the items and the coefficient alpha (according to Cronbach) are presented in Table 7.5 (overleaf).

Names given to the deterrents to participation in CPD factors as they were extracted by factor analysis were:

Deterrence Factor 1 (items 6-7, 9, 12, 14, and 16): ‘Inappropriate activity’. Six items were included to assess the deterrents related to the CPD activity (i.e. ‘the activity is of poor quality’, ‘the activity does not seem useful at work’, ‘the activity does not seem interesting’, etc.).
### Table 7.5. Factor Loadings and Internal Consistency of the Deterrents to Participation Factors

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<th>Deterrents to Participation</th>
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*Deterrence Factor 2 (items 1, 4, 13, 21): ‘Lack of Confidence’, contained four items that assessed the relevance of feelings of inadequacy and fear as deterrents to participation in CPD activities (i.e. ‘I feel too old for continuing professional development’, ‘I don’t know anybody who participates in this activity’).*

*Deterrence Factor 3 (items 8, 15, 17): ‘Cost’. Three items assessed the relevance of the material deterrent associated with the expenses for the CPD activities: costs of tuition or subscription, costs of equipment or travel, partial reimbursement for the expenses incurred.*

*Deterrence Factor 4 (items 11, 20, 22): ‘Family Problems’. Three items were used to assess the personal problems that serve as deterrents to participation. The items addressed various aspects of family problems (i.e. ‘I would rather spend my time with my family’, ‘I am busy taking care of family members’).*
Deterrence Factor 5 (items 10, 19): ‘Lack of Benefits’, contained two items related to the disincentives to participation in CPD (i.e. “participation in CPD does not qualify for pay raises or academic credits”, “participation in CPD will not improve my salary/work conditions”).

Deterrence Factor 6 (item 18): ‘Lack of Time’. Only one item was used to measure this factor, which appears in the literature review as a strong deterrent to participation in CPD activities (“the library does not release me from work to participate in CPD”).

A second-order factor analysis, carried out in order to detect higher order factors, yielded three higher-order factors that explained 69.2% of the variance. The factor loadings are presented in Table 7.6.

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<tr>
<th>Deterrents to participation</th>
<th>Factor 1</th>
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<td>Lack of Confidence</td>
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<td>Family Problems</td>
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<td>Inappropriate Activity</td>
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The three higher-order factors represented three distinct groups:

a. factors pertaining to the organisation;
b. factors related to the employee, and
c. one factor pertaining to the CPD activity.

Each of the three higher-order factors extracted received a total score calculated from the average of the factors included in it.

7.3.2.3 Interest in CPD activities

This section presents two variables: the respondents’ interest in the topic of CPD activities (educational interest) and their interest in various types of continuing professional development.
a. Educational interest

The variable *educational interest* was assessed through the use of a list of competencies deemed appropriate for public librarians and public library directors in Israel. The researcher developed the list in three stages:

First, the researcher conducted a thorough literature review from the UK and US professional literature on public library and information services, and identified 110 competencies for public librarians, within thirteen categories. Since no list of competencies has ever been developed for public librarians in Israel, eight Israeli subject experts, representing five groups, validated the list of competencies for their *usefulness* in Israeli public libraries. Appendix 3 lists the experts' names and titles. The subject experts included:

- Three directors of libraries (from a large urban library, a regional rural library and an Arab branch library);
- Two educators of library and information science who teach and research issues in public library and information services in Israel;
- A government official responsible for the department of libraries in the Ministry of Education and Culture;
- A representative of the Israeli Library Association; and
- A representative of the Council of Public Libraries, a statutory agency which serves the Minister of Education and Culture in an advisory capacity in all matters pertaining to public library policies.

The experts were asked to rate each competency for its usefulness in Israeli public libraries in the *present* and in the *foreseeable future* (within five years), as recommended by Wexley & Latham (1991) for the identification of training needs. A five-point Likert-type scale was used with 1 = Unnecessary competency and 5 = Extremely useful competency. The majority of the experts rated sixty-eight items as useful and extremely useful.

Finally, in the interest of rendering the questionnaire less formidable for the respondents, the researcher reduced the list further. Related competencies were fused together into one statement, competencies that did not seem realistic for public librarians in the immediate future were deleted, as were basic library competencies, which were part of every professional's repertoire. General education items, such as knowledge of literature or of specific disciplines were also excluded, concentrating on
library professional topics only. Finally, a list consisting of 34 competencies was deemed appropriate for the continuing professional development of library and information professionals employed in public libraries in Israel.

After the pre-test, several changes were again instituted: the question was further reduced to thirty-one items, and the wording of several items was slightly changed.

The respondents in the study were asked to rate the extent of their interest in CPD activities in each of the thirty-one professional skills and competencies. A five-point Likert-type scale was used, ranging from 1 = not at all interested to 5 = most interested.

Factor analysis yielded five factors that accounted for 58.6% of the total variance. Three items (nos. 1, 5 and 6) did not have factor loadings with a value greater than .40, and they were excluded. The factor loading of the items and the coefficient alpha are presented in Table 7.7 (overleaf).

Each factor retained was ascribed a name based on the contents analysis of the cluster of skills loading on it.

**Educational Interest Factor 1: 'Management Skills'** contained nine items (2, 4, 10, 13, 19-21, 27-28). The statements dealt with planning, community analysis, human resource management, budgeting and marketing in the library (i.e. 'development of a strategic plan and preparation of output measures', 'evaluation of library services and programmes', 'cooperation with other agencies in the community to support literacy and adult education'). The total correlations of the items in this scale ranged from .53 to .76, and the internal consistency reliability estimate was .88, a very high alpha coefficient.

**Educational Interest factor 2: 'Information Technologies in the Library'**. Eight items (3, 11, 15-16, 18, 24, 26, 29) were included to assess the interest in CPD activities in the field of IT. The individual addressed both general computer applications, effective work with networks and maintenance of a homepage and, on the other hand, library operations that make use of information technologies or are performed on digital materials. Competencies such as indexing (print and non-print materials), knowledge of information resources – print and electronic, information skills instruction (including use of Internet resources), and advanced reference skills, using print and digital resources, were all clustered together in this factor. The internal consistency was high (.86 alpha coefficient).
Table 7.7. Factor Loadings and internal consistency of the Educational Interest Items

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<tr>
<th>Competency No.</th>
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*Educational Interest Factor 3 (items 7,12,17 and 25): 'Communication Skills'. Four items were used to measure the interest in various aspects of communication: interpersonal communication (with peers and with users), teamwork, provision of quality service and awareness of community information needs. The internal consistency reliability estimate of this scale was .78.

*Educational Interest Factor 4: 'Children and School-Related Skills', assessed the interest in CPD activities in the field of children and school librarianship. The items (8-9, 22-23) addressed children’s literature, reading promotion, and work with teachers and school librarians ('organisation of reading promotion activities',
'familiarity with children's and young adults literature', 'effective cooperation with school librarians and with teachers'). The internal consistency reliability of this factor was .77.

Educational Interest Factor 5: 'Updating of Basic Skills'. Three items (14.30-31) were used to assess the degree of interest in CPD activities dealing with refresher courses and upgrading of common library competencies (i.e. 'updating reference skills - reference interviews and new basic reference resources', 'effective work with library systems', 'updating cataloguing and classification principles and techniques'). The internal consistency reliability estimate for the scale was .71.

The second-order factor analysis conducted in order to extract higher-order factors yielded one factor that explained 51.2% of the variance. In this higher order factor, named 'educational interest', all the principal factors extracted earlier had high loadings, from .65 for Information Technologies Skills to .80 for Communication skills. A total score of this higher-order factor was calculated by averaging the means of the five factors comprised in it.

b. Types of CPD Activities

The variable interest in types of CPD activities was assessed by a series of fifteen descriptive statements describing various types of CPD activities.

Previous studies (Stone, 1969; Salvati, 1976; Price, 1986; MacDougall, 1990) used long lists of CPD activities, based on the practices in existence in the US and UK at the time the studies were conducted. Certain items were overly detailed (for example, writing for publication was detailed into editing for the profession, writing for the profession, research), other items highlighted activities that are rarely done in Israel, such as legislative promotion or speaking to community groups. A category such as entertaining foreign librarians would hardly count today as professional development. As such, they were found inappropriate for the present study. The brevity of some statements, which left ample room for misunderstanding, caused another problem.

It became clear that the present study could not use any of the lists, and thus a new instrument had to be developed. Aiming at being clear and unambiguous, the researcher developed a list of long, vignette-like statements designed to minimise possible misinterpretations (i.e. 'attending a professional meeting -- ca. half a day --
organised by the department of libraries or a professional association, consisting of 1-2 lectures and/or administrative business’).

In several studies examined (Stone, 1969; Salvati, 1976; Price, 1986), the CPD activities were grouped into three categories, according to content analysis: [1] course work; [2] self-learning modes and [3] social interactions. In the present study a principal factor analysis was conducted to reduce the number of response variables to a concise set of conceptually clear constructs. The analysis extracted four factors that accounted for 60.1% of the total variance. The factor loading of the items and the coefficient alpha are presented in Table 7.8.

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<tr>
<th>Type of CPD Activity No.</th>
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The factors extracted by the factor analysis were interpreted according to the degree of involvement of the participant in the activity:

Type of CPD Activity Factor 1: ‘Active involvement in CPD’ consisted of five items (4,9,11,13-14) that dealt with activities perceived by respondents as intellectual and demanding. Examples of these activities included conducting research, working on a professional committee or taking a formal course. Item 14 (‘participation on a listserv or in a usergroup on the Internet’) was weaker than the other items (correlation of .48), possibly due to its novelty. It might be assumed that many respondents were
unfamiliar with this type of activity and considered it intellectually challenging, when in fact it is a form of interaction with peers.

**Type of CPD Activity Factor 2 (items 2,3,5,15): 'Self -Learning'.** The four activities clustered together in this factor addressed self-learning activities such as reading professional literature and studying a job-related topic at home (i.e. ‘independent study at home of a concept or topic related to the work’, ‘independent reading of literature in various job-related topics’).

**Type of CPD Activity Factor 3: 'Social Interaction Activities'.** This factor contained three items (6-7,12) used to assess the intention to participate in professional development activities emphasising social interaction: meetings, workshops or field trips (‘visits to other libraries, individually or as part of an organised group’).

**Type of CPD Activity Factor 4: 'Semi-formal activities'.** The fourth factor that emerged in the factor analysis grouped together three items related to structured but less demanding learning activities: short courses, conferences and courses designated specifically for CPD (items 1,8,10). Item 1 (‘participation in a short course’) was weaker that the other two items, possibly due to the dearth of short courses for librarians' CPD in Israel).

### 7.3.3 The Interview

The semi-structured interviews in this study were used to obtain complementary material and clarification from a specific perspective. During the pre-test stage the researcher conducted two pilot interviews with library directors; several minor changes were subsequently instituted in the wording of questions and in their ordering, according to the results and to the recommendations found in the methodological literature (Patton, 1990; Kvale, 1996). The interviews were carried out with ‘special respondents’, as indicated by Mellon (1990, p. 49), who provided the managerial perspective of CPD. The interview schedules are detailed in Appendix 4 (a-d). The interviewees represented several distinct stakeholders, as suggested by the library ‘pacesetters’ study conducted by Auster & Dennis (1986) in Canada: library directors and public library policy makers, officials of the Ministry of Education and Culture, the Israel Centre for Libraries and the Israel Library Association.

Patton (1990) listed six kinds of questions that can be asked of people during qualitative research. This study used four types of questions:
a. experience/behaviour questions, ‘descriptions of experiences, behaviours, actions and activities that would have been observable had the observed been present’ (p. 290). The questions asked in this study aimed at eliciting information about the management of CPD at the organisational level (library directors) and at the national level (the various officials interviewed).

b. opinion/values question, aimed at understanding the interpretative processes of people, ‘tell the researcher what the interviewee thinks about various issues, their desires and values’ (Patton, p. 291). The study used many of this type of questions. The respondents were asked to give their interpretation of changes affecting their libraries, evaluation of librarians’ participation in CPD and of their satisfaction with CPD offerings, as well as relate their attitudes, perceptions and future plans regarding CPD.

c. knowledge questions, designed to draw information held by the respondents and available only to them (budgets, criteria for selection etc.). Several questions were developed following Rosemary Harrison’s (1992) general guidelines: ‘what are the current aims and policy regarding employees’ learning? Are the aims communicated to everyone? What learning is going on? How do people learn their jobs?’ (p. 165).

d. Background / demographic questions, which identify characteristics of the person being interviewed. The answer to these questions helped the researcher locate the respondent in relation to other interviewees (Patton, p. 292). Data about the library, employees and the director were thus collected.

The interviews comprised between 11 and 22 questions (depending on the agency with which the officials were associated) on a diversity of issues related with librarians’ CPD. While some of the questions were identical, others were specific questions pertaining to each agency. All the interviews had a common core of questions designed to shed light upon the main research aims and to ensure consistency. The common core of questions focused on five broad themes, as detailed below. The order of the questions did not necessarily follow these themes, as the interviews were designed to pursue issues that came up in response to the common questions. Most questions were deliberately open ended in order to obtain discriminating choices from the respondents. The interview began with the macro level, getting the respondents’ perspective on the environmental changes demanding new knowledge and skills from public librarians. From this, questions focused upon various aspects of the specific context or the special angle of the stakeholder.
The common core of questions included such issues as:

i. Perceived environmental changes demanding new librarian skills. Library directors were asked to give their perception of the changes influencing their specific library. Other stakeholders took a broader view, each one from the vantage point of his or her position

ii. Organisation of CPD – policies and practices, including budgetary matters and rewards for participation in continuing professional development. Another issue explored related to the expectations for the application of the new concepts at work, and the eventual creation of opportunities for transfer of the new knowledge into the library.

iii. Satisfaction with current CPD opportunities.

iv. Evaluation of librarians’ participation in CPD, perception of their motivations and obstacles.

v. General beliefs and ideas concerning librarians’ CPD and future developments in the CPD field.

Kenney & McMillan’s (1992) questions served as inspiration for the interview schedule developed for use with officials of the Israel Library Association.

7.4 Data Collection

The collection of the quantitative and most qualitative data was conducted simultaneously during May – August 1998. Two interviews were conducted in October with stakeholders who had been unavailable during the summer.

7.4.1 Questionnaires.

In total, sixty-nine libraries were included in the study: public libraries in all the eleven large cities of Israel, fourteen medium-city libraries, 29 town libraries and fifteen regional libraries.

Questionnaires were distributed in every library to all professional librarians, including the director of the library (unless he/she was scheduled to be interviewed). In each of the large city libraries employing a large professional staff (Jerusalem, Tel Aviv and Haifa), only 18-20 questionnaires were distributed at random in each library, in order to avoid the over-representation of librarians employed in large city libraries. Randomisation was also chosen in order to ensure the selection of librarians.
CHAPTER 7

METHODOLOGY

with varying demographic, professional and organisational characteristics. In total, the researcher distributed 415 questionnaires. Appendix 1 details the number of questionnaires distributed in each library surveyed.

Several methods of distribution were used. The original plan was to bring the questionnaires to the libraries, ascertain who were the professional librarians, wait for them to fill out the questionnaires and collect the forms. However, during the pilot test the method proved unfeasible -- librarians were often busy attending to library users, or, as most librarians worked part-time, many were absent during the researcher's visit. Consequently, a number of alternative methods of data collection were chosen for the main survey:

a. The researcher delivered the questionnaires to the library, having set an appointment with the library director, and after 1-7 days re-visited the library to collect the filled-out questionnaires directly from the professionals surveyed.

b. If librarians were absent from the library during the second visit, stamped envelopes were left to facilitate the return of the questionnaires by mail. Follow-up telephone calls were made within a day or two.

c. In the case of more distant libraries, the researcher phoned the director in order to ascertain the number and names of the professional librarians. Usually only first names were given. The researcher then mailed the questionnaires to the director (having secured his or her collaboration), including a page with the names of the professional librarians who were asked to fill out the questionnaire. No name appeared on the questionnaire or on the envelope. Usually, the researcher visited the library within a week in order to collect the filled-out questionnaires. In very few cases the questionnaires were mailed both ways following the director's verbal approval (over the telephone) to co-operate with the researcher. In this case, stamped envelopes were provided.

The disadvantages of mail questionnaires are well known and widely discussed in the literature (Dillman, 1978; Heather & Stone, 1984). The main concerns are with the response rates and the bias produced by non-responses. However, various procedures were adopted to prevent this, as recommended in the literature. Throughout the collection stage, the researcher called the library several times to verify that the questionnaires had arrived and then to ascertain that they had been distributed to librarians and filled out. Two to three days before visiting the library to collect the
questionnaires, the researcher called the library and asked librarians to leave the questionnaires (sealed in envelopes) at an agreed place. This was necessary as most of the respondents worked only part-time, and may have been absent when the researcher had visited.

Three hundred and twenty-nine questionnaires were returned in time to be included in the statistical analyses (79% return rate), and 303 were found valid for analysis (73%). Some of the invalid forms were partially filled, others were not filled out at all. Twelve additional questionnaires were returned too late to be analysed.

7.4.2 Interviews.

The researcher conducted altogether 22 semi-structured interviews: sixteen with library directors and six interviews with public library stakeholders. Two or three individuals were interviewed from each agency, in order to protect their identity. The library directors interviewed came from libraries that have participated also in the collection of quantitative data; most interviews took place during one of the researcher's visits to that library to distribute or collect the questionnaires.

The interview schedule was followed through, although a conversational tone was adopted. All the interviews were taped, except for two library directors who opposed the recording. In another case, the tape recorder failed to record the entire interview, as became evident during the transcribing stage. As the researcher took extensive notes during interviews, it was possible to recreate most of the answers from memory, particularly as the transcribing was done immediately after the interview.

Every interview lasted about one hour, at a time agreed to suit the interviewees. All the interviews took place in libraries or at the agencies involved, except one interview, which was held in a coffee shop. In several cases there was much interference, such as telephone calls or unexpected business to attend, occasionally shortening the planned interview. Therefore, the interviews conducted during the pilot test phase were also analysed in order to enrich the material obtained.

The factual material drawn during the interviews, as well as the opinions and ideas of those interviewed, are representative of the public library situation and the stakeholders views in the summer of 1998. The researcher has found that all the data collected were suitable and satisfactory for the purpose of analysis. The 303 respondents were sufficient for valid statistical analyses, according to the conventions
of the quantitative research methodology. The material drawn from the interviews was exhaustive and provided wide-ranging information on all the issues explored.

7.4.3 Contents analysis

Some of the demographic information regarding the library directors interviewed and much of the descriptive information concerning the libraries managed by the interviewees were obtained from official documentation (annual reports) found at the Ministry of Education and Culture and made available to the researcher.

7.5 Data analysis

7.5.1 Questionnaires.

The data drawn from the questionnaires were coded and analysed using SPSS-X.

Factor analysis was used for several questions in order to identify a smaller number of variables underlying the multiple-item questions. The steps used in carrying out the factor analysis were:

a. Extraction of the underlying factors among the individual items, using the principal component analysis. The Varimax procedure was used for the orthogonal rotation. Each factor identified in the factor analysis was used to construct a factor scale score consisting of the unweighted average of the items loading .40 or higher on that factor.

b. Determination of the factors to be retained, using the eigen-value criterion. Only those factors with eigen values greater than one were considered significant and retained.

c. The reliabilities of the derived factor scales were estimated using Cronbach's coefficient alpha. The factors were given names according to content analysis of the individual items loading on the factor.

The data were analysed in three stages. First, the distribution of the respondents' characteristics was calculated by frequencies and percentages; when relevant, measures of central tendency (mean and standard deviation) were also calculated. Then, in order to answer the research questions, relationships between the respondents' individual characteristics and study variables were examined using a broad range of statistical procedures including one-way ANOVA tests and paired comparisons according to Scheffe, t-tests and Pearson correlation coefficients, as statistically appropriate. Finally, the relationships between the variables of the study were examined by means of Pearson correlations and LISREL path analysis.
7.5.2 **Interviews**

The taped interviews with library directors and representatives of other library and information service agencies were first transcribed (in Hebrew), and then they were translated and typed into English using a word processor.

In order to provide a high degree of anonymity, as promised prior to the interview, the researcher referred to each library director according to the size of the library’s local authority. In the case of the related agencies, reference was made to the agency, but not to the interviewee. Throughout the study, references are thus made to:

--large city library; medium city library; town library; regional library.
--Israel Library Association official.
--Ministry of Education and Culture official.
--Israel Centre for Libraries official.

A theoretical framework was then constructed from the data, using the grounded theory method (Glaser & Strauss, 1967). Key ideas for each topic under discussion were generated from the transcribed interviews and broad categories such as ‘impact of CPD training’ or ‘desirable competencies’ were defined. The ideas given by interviewees were then placed under the appropriate categories. Ten categories emerged:

1. impact of the environmental changes on public libraries
2. desirable professional skills that public librarians should develop in CPD
3. current methods of public librarians’ CPD
4. management of CPD for professional public librarians
5. stakeholders’ perceptions of librarians’ motivations and deterrents for participation in CPD activities
6. assessment of the effectiveness of various CPD types of activities
7. attribution of responsibility for CPD
8. assessment of the current provision of CPD activities to public librarians
9. impact of CPD activities on libraries and librarians
10. challenges and vision of CPD for public librarians

When all the ideas or quotations were placed, they were further sub-grouped into sub-categories. For example, under the category ‘impact of CPD training’ there were sub-categories ‘adaptation to change’, ‘cascading of knowledge’, etc. Thus, within each category, sub-categories were created by the constant comparative method suggested by Glaser & Strauss (1967), adding dimensions to the category and shedding light on the issues discussed.
CHAPTER EIGHT

FINDINGS CONCERNING RESPONDENTS’ CHARACTERISTICS

8.1 Introduction

This chapter presents first the findings concerning the respondents surveyed by questionnaires, as they emerged from the statistical analyses conducted. Then, descriptive information on the libraries and library staff associated with the library directors interviewed will be presented.

8.2 Findings concerning librarians’ characteristics (from questionnaires)

Statistical analyses of the questionnaires presented a wealth of information concerning librarians’ characteristics and the differences among them according to the employing local authority, personal-demographic attributes and professional characteristics. They will be outlined below.

8.2.1 Respondents’ Characteristics according to the Employing Local Authority

The respondents were characterised by the size and the socio-economic status of their employing local authority.

8.2.1.1 Size of the local authority

Most of the respondents (35.6%) were employed in large city libraries, and a minority (13.9%) worked in regional (rural) libraries (Table 8.1). The remaining sample divided evenly between town and city librarians (ca. 25% each). This distribution may indicate a slight bias toward librarians employed in urban libraries, with a larger staff.

8.2.1.2 Socio-economic status of the local authority

Concerning the socio-economic index of the localities participating in the study, 40.6% of the respondents came from areas considered “disadvantaged” (Table 8.1).
Some of these local authorities might regard libraries as lower priorities, but, on the other hand, special funds and contributions may be diverted to needy libraries.

### Table 8.1 Distribution of the Respondents according to the Characteristics of the Local Authority

<table>
<thead>
<tr>
<th>Variables</th>
<th>Values</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size of Local Authority</td>
<td>Less than 40,000 inhabitants</td>
<td>76</td>
<td>25.1</td>
</tr>
<tr>
<td></td>
<td>40,001-100,000 inhabitants</td>
<td>77</td>
<td>25.4</td>
</tr>
<tr>
<td></td>
<td>Over 100,001 inhabitants</td>
<td>108</td>
<td>35.6</td>
</tr>
<tr>
<td>Regional Council</td>
<td></td>
<td>42</td>
<td>13.9</td>
</tr>
<tr>
<td>Socio-Economic Status</td>
<td>Disadvantaged area</td>
<td>123</td>
<td>40.6</td>
</tr>
<tr>
<td></td>
<td>Not-disadvantaged</td>
<td>180</td>
<td>59.4</td>
</tr>
</tbody>
</table>

### 8.2.2. Personal Characteristics

The personal characteristics considered are: gender, age and educational level.

#### 8.2.2.1 Gender

The study confirmed the well-known fact that in Israel, public library service is a feminised profession: 94% of the respondents were female, and only 6% were male (Table 8.2).

### Table 8.2 Personal characteristics of the respondents

<table>
<thead>
<tr>
<th>Variables</th>
<th>Values</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Level</td>
<td>Post-graduate degree</td>
<td>44</td>
<td>15.5</td>
</tr>
<tr>
<td></td>
<td>Bachelor’s degree</td>
<td>110</td>
<td>38.9</td>
</tr>
<tr>
<td></td>
<td>Professional non-academic</td>
<td>52</td>
<td>18.4</td>
</tr>
<tr>
<td></td>
<td>High School</td>
<td>57</td>
<td>20.1</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>20</td>
<td>7.1</td>
</tr>
<tr>
<td>Gender</td>
<td>Female</td>
<td>280</td>
<td>93.6</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>19</td>
<td>6.4</td>
</tr>
<tr>
<td>Age</td>
<td>20-30</td>
<td>10</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>31-40</td>
<td>43</td>
<td>14.4</td>
</tr>
<tr>
<td></td>
<td>41-50</td>
<td>112</td>
<td>37.5</td>
</tr>
<tr>
<td></td>
<td>51-60</td>
<td>115</td>
<td>38.5</td>
</tr>
<tr>
<td></td>
<td>Over 60</td>
<td>19</td>
<td>6.4</td>
</tr>
</tbody>
</table>
8.2.2.2 Age

The majority of respondents (76%) were in the 41-60 category. Forty-five percent of the librarians were in the “fifty and above” age categories. This signifies a rather old work force, which will retire within ten years or less. Previous studies have shown that many librarians entered the profession as a second career, often after fifteen to twenty years of teaching (Dotan & Getz, 1998). The percentage of the younger librarians, in the 20-40 age group, was very low (18%). This situation raises serious concerns about the future of the profession and particularly about the presence of a future cadre of professional management and mid-management for public libraries. The distribution of respondents by age is presented in Table 8.2.

8.2.2.3 Educational level.

Table 8.2 summarises the data regarding the respondents’ educational level. Most of them were college graduates, as we can see: 38.9% indicated that they have a BA or BSc degree, and 15.5% had a post-graduate degree. This was rather surprising, since an academic degree is not a requirement for employment in most public libraries in Israel. Twenty percent of the respondents have not studied beyond high school, except in non-academic library programmes. Most of the respondents in the “professional non-academic” category were non-academic teachers for whom library and information services was a second career.

8.2.3 Professional Characteristics

The findings relate to three personal characteristics of the respondents: professional LIS education, years of library experience and career aspirations.

8.2.3.1 Professional education

Information about the respondents’ basic library education is provided in Table 8.3. It appears that seventy-two percent of the librarians have obtained their library certification in academic institutions, at the post-graduate or undergraduate levels.

The majority of librarians employed in public libraries hold a “certified librarian” diploma, following a two-year programme of studies in a College or as a minor at the undergraduate level. This “solid” library education of the majority might signal a more professional attitude, including higher awareness of the CPD imperatives.
Twenty-eight percent of the librarians surveyed had not sought to upgrade their “librarian” diploma, superseded since 1985 by the academic ‘certified librarian’ diploma. These are, presumably, older librarians who finished their studies a long time ago.

8.2.3.2 Years of library experience

Responses to the question relating to work experience show a considerable range: from one year (five librarians) to 55 years (one librarian), averaging 16.8 years (sd=8.9). Few respondents had five years or less of experience in library and information services (twelve percent), while 5.4% of the librarians had thirty-one or more years of library experience. This is a normal bell-shaped distribution, with most of the respondents (56.7%) having a long association with library and information services -- between eleven and twenty-five years of experience. This fact can indicate that the majority had completed their library education a long time ago and might be in need of upgrading their skills or refreshing their knowledge. The distribution of the library experience is illustrated in Table 8.3.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Values</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years of library experience</td>
<td>1-5</td>
<td>36</td>
<td>12.1</td>
</tr>
<tr>
<td></td>
<td>6-10</td>
<td>50</td>
<td>16.8</td>
</tr>
<tr>
<td></td>
<td>11-15</td>
<td>51</td>
<td>17.1</td>
</tr>
<tr>
<td></td>
<td>16-20</td>
<td>62</td>
<td>20.8</td>
</tr>
<tr>
<td></td>
<td>21-25</td>
<td>56</td>
<td>18.8</td>
</tr>
<tr>
<td></td>
<td>26-30</td>
<td>27</td>
<td>9.0</td>
</tr>
<tr>
<td></td>
<td>31 and up</td>
<td>16</td>
<td>5.4</td>
</tr>
<tr>
<td>Library Education</td>
<td>Post-graduate studies</td>
<td>63</td>
<td>21.2</td>
</tr>
<tr>
<td></td>
<td>Certified Librarian / undergraduate</td>
<td>151</td>
<td>50.8</td>
</tr>
<tr>
<td></td>
<td>ILA stage 2 Librarian</td>
<td>83</td>
<td>27.9</td>
</tr>
</tbody>
</table>

8.2.3.3 Career aspirations

The respondents were asked to indicate the degree of interest in each of seven future scenarios relating to a change in their careers. Table 8.4 presents the distribution of the extreme responses (1+2, ‘not interested’, versus 4+5, ‘interested’ and ‘very interested’).
As evident from Table 8.4 above, the majority of the librarians opted for a promotion to a position of higher responsibilities within the public library. Except for 6 percent of the respondents, who planned to quit working, only one out of seven respondents wanted to leave library work in favour of another type of employment. It seems that the majority was quite satisfied with their job. Administrative positions were not very popular (25%), and promotions were apparently understood to be within the confines of the professional-specific aspects of library and information services.

T-tests showed that respondents who had recently been involved in CPD activities rated less than the other respondents all the options connected with career changes. The only significant difference related to the possibility of a move to another type of library, demonstrating that Israeli public librarians were not preparing for another career and that their CPD activities were directed to current and related needs (Mean=1.85, sd=1.21 vs. Mean= 2.20, sd=1.40; t=2.18, df=260, p<.05).

Factor analysis clustered all the items within one factor -- career aspiration. Its total mean was 2.72 (sd = .91; n = 292), between "not particularly interested" and "quite indifferent". It seems that, on average, librarians in public libraries were quite content with their work and were not interested in promotions, lateral moves or changes to different types of employment, within library and information services or outside it. One can conclude that this collective complacency about the current professional station and lack of personal ambition might indicate a stagnant profession, and could have grim outcomes with regard to librarians’ CPD.

Pearson correlation tests indicated that there was a significant relationship between the career aspiration factor and the past participation in active involvement

<table>
<thead>
<tr>
<th>Career aspiration</th>
<th>Interested respondents (replies 4+5)</th>
<th>Uninterested respondents (replies 1+2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>1. Promotion</td>
<td>164</td>
<td>58.4</td>
</tr>
<tr>
<td>2. Administrative duties</td>
<td>68</td>
<td>25.3</td>
</tr>
<tr>
<td>3. Another position</td>
<td>63</td>
<td>23.4</td>
</tr>
<tr>
<td>4. Another type of library</td>
<td>49</td>
<td>18.2</td>
</tr>
<tr>
<td>5. Teaching library studies</td>
<td>47</td>
<td>17.6</td>
</tr>
<tr>
<td>6. Different type of employment</td>
<td>40</td>
<td>14.6</td>
</tr>
<tr>
<td>7. Quit working/ retire</td>
<td>39</td>
<td>14.6</td>
</tr>
</tbody>
</table>
activities ($r = .26; p< .01$). This points out that those with aspirations for promotions or career moves seemed to have participated more than others in professional development opportunities that required discipline, intellectual efforts and longer-term commitment.

### 8.2.4 Organisational Characteristics

Four respondents' characteristics related to the employing organisation: the type of library (central/independent or branch library), the position in the library hierarchy, the employment status (full-time or part-time) and the type of library service.

#### 8.2.4.1 Type of Library

Eighty-six percent of the respondents were employed in main or central branch libraries. The questionnaire did not probe into the size of the employing library, but central libraries are usually larger units that employ several library workers, and it can be assumed that the respondents worked along with other colleagues, professional and non-professional. Branch libraries in Israel can be very small and sometimes there is only one librarian who provides all the services. In some libraries there are strong connections between the central library and the branches, and librarians might even work part-time in the central library. In other libraries, the branch librarian is quite independent, and the only connection with the central library relates to the book fund.

#### 8.2.4.2 Hierarchical position

A fairly large percentage of the respondents (52.7%) indicated that they have managerial responsibilities, as assistant directors, branch managers or as librarians in charge of a subject or a type of library service. One explanation might relate to the flat organisational structure of public libraries in Israel. Library hierarchy depends on the size of the library. The usual hierarchy in large libraries includes the library director, an assistant director, division co-ordinators (by subject, function or medium) and “line” librarians. Limited professional staff might have had a beneficial effect, causing professional librarians to assume positions of higher responsibility in a work environment that employs many non-professionals. Library systems employ branch managers, and larger systems may have branch co-ordinators in charge of all or several branches. Some newer positions
considered by many to be of supervisory status include system managers and co­
ordinators of activities with the local school system.

In small libraries there is usually one director and all the librarians have equal
status, although they might be responsible for a certain area (such as the one­
person reference department or the collection development) and might have
indicated in the questionnaire that they have supervisory responsibilities. It might
also be that in the large urban libraries where questionnaires were distributed at
random among professional librarians those in supervisory capacities chose to
reply to the questionnaire more than the line librarians did.

8.2.4.3 Employment status.

As illustrated by Table 8.5, only one third of the respondents was employed full­
time. Although the majority of public librarians were employed part-time, the figures
indicate a change in the employment trend in Israeli libraries. A study conducted in
1993/94 by the Ministry of Education and Culture found that 83% of the librarians
employed in public libraries worked part-time (CCIR, 1995), as opposed to 67% in
this study.

8.2.4.4 Type of library service.

Another characteristic of interest among the respondents is their current function
in the public library (Table 8.5, overleaf). The questionnaire presented them with ten
possible options, and more than one answer was allowed, taking into consideration
that professionals in medium and small libraries are often employed in several types
of service.

Subsequently, the researcher grouped the different functions into five clusters for
more meaningful analyses. These groups are: public services (including adult and
children reference and information services), resource management (comprising the
traditional collection development functions, acquisitions, serials librarianship, stacks
management and organisation of materials - cataloguing, classification, indexing),
enrichment activities - both for children and adults, system managing, and library
administration.

The results in Table 8.5 show that the vast majority of the respondents (82.8%)
were employed in some form of direct public service. A sizeable majority worked also
with resources, probably combining several types of library service. A third of the
respondents indicated ‘administration’ as one of their library duties, far less than those who had indicated in a previous question that they served in a managerial capacity. One may assume that respondents in charge of subject divisions did not regard themselves as ‘administrators’, a function that might have been perceived as associated with supervision of other library personnel.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Values</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type/Size of Employing Library</td>
<td>Main Branch/ Central Library</td>
<td>248</td>
<td>86.1</td>
</tr>
<tr>
<td></td>
<td>Branch</td>
<td>40</td>
<td>13.9</td>
</tr>
<tr>
<td>Hierarchical position</td>
<td>Managerial</td>
<td>157</td>
<td>52.7</td>
</tr>
<tr>
<td></td>
<td>Non-managerial</td>
<td>141</td>
<td>47.3</td>
</tr>
<tr>
<td>Employment status</td>
<td>Full-time</td>
<td>100</td>
<td>33.2</td>
</tr>
<tr>
<td></td>
<td>Part time: 50% and above</td>
<td>186</td>
<td>61.8</td>
</tr>
<tr>
<td></td>
<td>Part time: less than 50%</td>
<td>15</td>
<td>5.0</td>
</tr>
<tr>
<td>Type of Library Service*</td>
<td>Public services</td>
<td>251</td>
<td>82.8</td>
</tr>
<tr>
<td></td>
<td>Resource Management</td>
<td>217</td>
<td>71.6</td>
</tr>
<tr>
<td></td>
<td>Enrichment activities</td>
<td>123</td>
<td>40.6</td>
</tr>
<tr>
<td></td>
<td>Systems</td>
<td>45</td>
<td>17.5</td>
</tr>
<tr>
<td></td>
<td>Administration</td>
<td>100</td>
<td>33.0</td>
</tr>
</tbody>
</table>

*More than one answer was allowed

8.3 Findings from interviews concerning the libraries and library directors

8.3.1 Introduction

Descriptive information of three types was collected regarding the library directors interviewed: information concerning the employing libraries; information concerning the LIS staff in public libraries; biographical-professional information about the directors interviewed.

8.3.2 Profile of the libraries in the study

Library directors were selected for the interview according to the size of the community and its geographical location. Care was taken to include both libraries from wealthy communities, as well as peripheral and disadvantaged localities, as manifest from Table 8.6.
Half of the directors interviewed managed libraries in disadvantaged local authorities, and this was reflected in the interview. Municipalities in great financial difficulties tended to have more restricted CPD policies and allocate less funds for external training.

The majority of directors came from the centre of Israel, where the majority of the population lives and works. Only one library director was interviewed from the South, where there are far less local authorities, many of them disadvantaged. Few libraries in this region employ at least three librarians, the precondition of the study. Four directors of peripheral libraries from the North of Israel were interviewed to get the opinions of those at a greater distance from centres of learning.

### 8.3.2.1 Parent organisations

Almost all the libraries studied were units within their local authorities (municipalities, community councils or regional councils, in the case of regional libraries). In most cases, the library belonged to the municipal Department of Culture. Two libraries, one in a large city, another one in a town, belonged to a non-profit organisation and were managed as cost centres. An additional town library was a unit within the town’s Community Centre.

As evident from Table 8.7, several libraries were very large organisational units that included numerous branches; others had no branches at all.
Most of the libraries had at least one branch, with only two exceptions. Five library directors (almost a third) were in charge of large libraries with more than ten branches. It should be remembered that in Israel, the majority of branches are service points that cater mostly to the student population of the neighbourhood and provide reading material to the adult community. Usually, the central library is the only one that provides information services to the adult public and which employs librarians for technical functions.

8.3.2.2 Integration of Information and Communication Technologies

Table 8.8 (overleaf) shows the various stages of the integration of information and communication technologies in the public libraries studied:
Table 8.8 IT integration in the public libraries studied

<table>
<thead>
<tr>
<th>Size of community served</th>
<th>Total Number</th>
<th>OPAC</th>
<th>Branches Networked</th>
<th>Databases</th>
<th>Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of large city libraries</td>
<td>4</td>
<td>4¹</td>
<td>3²</td>
<td>3³</td>
<td>2¹</td>
</tr>
<tr>
<td>No. of medium city libraries</td>
<td>4</td>
<td>4</td>
<td>3¹,²,³</td>
<td>4²</td>
<td>4³,⁴</td>
</tr>
<tr>
<td>No. of town libraries</td>
<td>5</td>
<td>5</td>
<td>--</td>
<td>5³</td>
<td>5⁵</td>
</tr>
<tr>
<td>No. of regional libraries</td>
<td>3</td>
<td>3¹</td>
<td>--</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>16</td>
<td>6</td>
<td>14</td>
<td>12</td>
</tr>
</tbody>
</table>

¹ one library – in process
² in process; several branches already connected.
³ one library – in planning
⁴ in one library – very few
⁵ in all libraries, except one, one station only

It appears that in all the libraries studied there was an online public access catalogue (OPAC), although in two libraries the cataloguing of the collection was still in process and card catalogues were still in use. Almost all the libraries had CD-ROM facilities; a sizeable number of libraries were offering (or at least considering) Internet access for the public.

The majority of the eleven libraries that had information resources on CD-ROMs offered standard databases in Hebrew – periodical indexes, a Hebrew encyclopaedia and other bibliographical sources. Several of these libraries provided also English language resources and multimedia interactive games in both languages. In addition, two libraries were in final stages of introducing CD-ROMs to their libraries, as networked systems or stand-alones, and a third library was still in the planning phase.

While the Internet was a regular feature in six libraries, and three had already built their homepages, some were about to introduce it, and others were still yearning for it. Several respondents with Internet connections talked about their plans to add more terminals for the public, as only the staff had meantime access to the network.

The newest technological development in Israel’s public libraries seemed to be the networking of the branches. Almost half of the larger urban libraries were in the process of connecting some of the branches to the main library through a
computerised network, and in a town library they were already networking with the school libraries in town. None of the regional libraries studied planned networking at present.

If the computer revolution has conquered the public libraries scene, non-print collections were still lagging behind. Few libraries had audio-visual collections; among those who did there were two new urban libraries and two of the regional libraries who served also as school libraries. As indicated by Table 8.9, music collections were almost non-existent in the libraries studied, and the video cassette collections, although found in half of the libraries, were fully operating only in five systems.

<table>
<thead>
<tr>
<th>Size of community served</th>
<th>Total Number</th>
<th>Video cassettes</th>
<th>Music CD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of large city libraries</td>
<td>4</td>
<td>3a,a</td>
<td>1</td>
</tr>
<tr>
<td>No. of medium city libraries</td>
<td>4</td>
<td>3a</td>
<td>1b</td>
</tr>
<tr>
<td>No. of town libraries</td>
<td>5</td>
<td>3a.a</td>
<td>--</td>
</tr>
<tr>
<td>No. of regional libraries</td>
<td>2*</td>
<td>1</td>
<td>1b</td>
</tr>
<tr>
<td>Total</td>
<td>15*</td>
<td>10</td>
<td>3</td>
</tr>
</tbody>
</table>

*One library did not provide information
*in one library, very few
*in process of installation

8.3.3 Profile of LIS staff in the public libraries studied

Among the sixteen libraries studied, half had fewer than twenty LIS workers, and only a quarter (four libraries) had a staff larger than 35, as evident from Table 8.10 (overleaf).

Conversely, the majority of libraries studied had fewer than ten professional librarians, with four libraries (a quarter) having fewer than five professionals. Regional libraries particularly employed very few professional librarians, as most of the branches were staffed with non-professionals.

The finding also indicates that most professional public librarians were functioning in an environment with many non-professionals, and were thus expected
to act as the centre of professional authority and to provide professional guidance to the other library staff. In smaller libraries, as expected, the proportion of professionals was higher.

**Table 8.10** Number of library staff and number of professional librarians, by type of local authorities.

<table>
<thead>
<tr>
<th>NO. of employees</th>
<th>2-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>26-35</th>
<th>36-45</th>
<th>&gt;46</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Libraries</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of large city libraries (N=4)</td>
<td>Library staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professionals</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of medium city libraries (N=4)</td>
<td>Library staff</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Professionals</td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>No. of town libraries (N=5)</td>
<td>Library staff</td>
<td>1</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Professionals</td>
<td>1</td>
<td>3</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>No. of regional libraries (N=3)</td>
<td>Library staff</td>
<td>2</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Professionals</td>
<td>2</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total = 16 libraries</td>
<td>Library staff</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Professionals</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

One library did not provide information

An attempt was made to obtain a general impression about the library staff insofar as age and library experience were concerned. Table 8.11 shows the number of libraries that employed younger and older library staff and those with recent graduates of LIS programmes.

It appears that the staff employed in large city libraries was older, many of them having chosen librarianship later in life, as a second career. The staff was experienced, few librarians being recent graduates of LIS schools, a fact that might suggest a need for professional updating in newer practices and concepts.

All three library directors who provided this information expressed concern that a high proportion of their staff would soon approach retirement. One director said that
the librarians had worked together for a very long time, and the lack of new librarians posed many personnel problems.

**Table 8.11 Profile of library staff, by age and years of experience**

<table>
<thead>
<tr>
<th>Size of community served</th>
<th>Total Number</th>
<th>Little LIS experience &lt;5 years</th>
<th>Young librarians &lt;age 40</th>
<th>Older librarians &gt;age 55</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of large city libraries</td>
<td>3*</td>
<td>2*, 1b</td>
<td>1*, 1c</td>
<td>2*, 1d</td>
</tr>
<tr>
<td>No. of medium city libraries</td>
<td>4</td>
<td>1b</td>
<td>3c</td>
<td>1c</td>
</tr>
<tr>
<td>No. of town libraries</td>
<td>5</td>
<td>1c 1d</td>
<td>1b, 2c</td>
<td>2a, 3c</td>
</tr>
<tr>
<td>No. of regional libraries</td>
<td>2*</td>
<td>1b</td>
<td>1c, 1d</td>
<td></td>
</tr>
</tbody>
</table>

*one library did not provide the information

a several  
_b very few  
_c many (30%-50%)  
_d the majority  
_e general impression: mature to older staff; many librarians – second career.  
_f general impression: young staff

In the medium city libraries the staff was younger; in three libraries, more than a third of the librarians were under 40 years of age, and the general impression of another library was that, overall, the staff was young. In the fifth library, the general impression of the director was that the staff was definitely not young.

Half of the town libraries studied (two) and the regional libraries in the study employed many young librarians, both in age and in experience: in two libraries they formed a majority. Three other town libraries had many librarians approaching the age of 60, a fact that gave the general impression of an older staff. This proved important in the evaluation of professionals’ attitude to CPD.

### 8.3.4 Profile of library directors interviewed

Summary biographical information was collected from library directors immediately following the interview. The researcher felt that asking for more personal details would not shed additional light on the issues under discussion, but the intrusion might antagonise the respondents. Questions were thus asked only regarding the education and the library experience.
Table 8.12 presents details about the general (non-library) education of the respondents. Slightly fewer than half the directors interviewed were college graduates; while only three directors had never studied at college level, all the others had some academic experience, one of them culminating in a Master's degree. It should be noted that close to a third of the respondents had had a teacher education, although not all of them had prior teaching experience.

Table 8.12 Library directors' general (non-library) education

<table>
<thead>
<tr>
<th>Libraries, by size of community</th>
<th>High School</th>
<th>0-2 Years of College</th>
<th>Teacher Diploma (2-3 Yrs of college)</th>
<th>BA/ BEd</th>
<th>M. A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of large city libraries (N=4)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>No. of medium city libraries (N=4)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>No. of town libraries (N=5)</td>
<td>2</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>No. of regional libraries (N=3)</td>
<td>2</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total (N=16)</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

A sight at the directors' library education (Table 8.13 below) indicates that the overwhelming majority has obtained college diplomas, a third of them at the postgraduate level. Two respondents were still in the process of acquiring their basic library education, having arrived at library work from the education field (one of them had served previously as director of youth services).

Table 8.13 Library directors' LIS education

<table>
<thead>
<tr>
<th>Libraries</th>
<th>ILA Stage 2</th>
<th>Certified Librarian</th>
<th>B.A. Minor Concentration</th>
<th>M. A./ MLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large city libraries (N=40)</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Medium city libraries (N=4)</td>
<td></td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Town libraries (N=5)</td>
<td></td>
<td>4*</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Regional libraries (N=3)</td>
<td></td>
<td>1*</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total (N=16)</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

*one library director currently enrolled in basic LIS studies conducive to this diploma; due to graduate at the end of the academic year.
Although no question was asked regarding the age of the directors, several respondents made reference to their own age when asked about their employees' ages. The information obtained was sketchy and not systematic, but it appears that the majority of respondents were in their forties and early fifties; five directors stated that they were over fifty-five years of age. The respondents' age is reflected also in their length of library experience, as suggested by Table 8.14.

Table 8.14 Library directors interviewed by number of years of total library experience and number of years as director.

<table>
<thead>
<tr>
<th>Years of experience</th>
<th>&lt;1 year</th>
<th>1-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>21-30 years</th>
<th>&gt;31 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of large city libraries (N=4)</td>
<td>Director</td>
<td>LIS experience</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>No. of medium city libraries (N=4)</td>
<td>Director</td>
<td>LIS experience</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>No. of town libraries (N=5)</td>
<td>Director</td>
<td>LIS experience</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>No. of regional libraries (N=2)*</td>
<td>Director</td>
<td>LIS experience</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total =15 *</td>
<td>Director</td>
<td>LIS experience</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

*One respondent did not provide information.

Almost half of the respondents (seven library directors) had long library experience, exceeding 21 years, with three directors boasting more than 31 years of experience; at the other end of the scale, two directors have been in the profession less than five years. Regarding their managerial experience, six respondents have been directors for 11 years or longer; five directors had come to management only during the past five years, one of them having less than one year of experience. In general, it can be said that this group had experience both as librarians and as directors.
CHAPTER NINE
FINDINGS FROM INTERVIEWS

9.1 Introduction

This chapter will present the findings emerging from the interviews with library directors and other stakeholders, according to the pertinent research questions. Actual transcripts of the interviews are not included in order to retain the anonymity of the respondents, as agreed before the interviews took place.

9.2 Research Question 1: Impact of environmental changes

What is the impact of the changing library environment on public librarians and their skills, according to stakeholders within the public library community?

9.2.1 Impact of Environmental Changes

The interviews posed several questions regarding the impact of changes on libraries and their implications for librarians’ CPD. The first question was open-ended and allowed the respondents -- library directors and representatives of various stakeholders -- to express freely and to rank the changes according to their own perceptions. Responses ranged over a wide gamut of aspects: technological, managerial and social.

9.2.1.1 Information and communication technologies

The respondents were unanimous in mentioning first the impact of technology – beginning with library management systems and OPACs, through information retrieval from CD-ROMs and finally the advent of the Internet. All library directors stated that overall information and communication technologies have greatly improved library services and resources.

Benefits. The impact of technology was positively felt on all aspects of library work, and several respondents mentioned that even traditional services such as story hours and library exhibitions benefited from ‘creativity unleashed’, as a town library director described the new uses of multimedia, graphics and all kinds of printing. Other respondents emphasised the ‘different mode of thinking’ and ‘the new concepts’ required from library directors. Undoubtedly, technological issues have changed the
work agendas of libraries, making them markedly different from a decade ago.

Several respondents highlighted another consequence of the integration of information technologies, namely, librarians' new professionalism. It was generally assumed that public library collections would consist of a wider spectrum of formats and a multitude of information resources, and librarians would have to get acquainted with the new media and update all their skills.

‘... One must also update in the cataloguing rules that changed with the computerisation, the new versions, and also the new ‘books’. See, this advertisement about talking books. That’s new...’ (medium city library).

"Giving better service" was a theme that was echoed by many interviewees, including all the officials who participated in the study.

Concerns. Directors of libraries with a low level of computerisation expressed frustration and feelings of inadequacy.

‘We’d like to have multimedia, Internet... we have no digital resources, and we have computer terminals for librarians’ use only. We don’t have CD-ROMs and not even video. Of course, not Internet. That’s a real pity’ (regional library).

The director quoted came from a disadvantaged community, but frustration characterised other directors as well. A respondent from a town library, considered well equipped technologically and forward-looking, aired her disappointment that although they frequently upgraded their hardware and software, they could never keep up with the technological developments and the new applications on the market.

‘All this is in no proportion with the rhythm, it has no relation to what’s going on in the real world outside’.

Serious concerns were raised throughout the interviews regarding the high cost of technology at a time of limited funds, as some believed it might be eroding other areas of the library budget:

‘Just communication lines, the ongoing maintenance and telephone will be over 1000 shekels for each library, and that’s only the beginning’ (large-city library).

The changing nature of library collections was of great concern to many respondents, frequently tied to budgetary constraints. Technology was a new budget
line that was constantly increasing, and that was very hard to absorb within a traditional library budget. One of the problems identified was the number and variety of print and electronic tools, many with different user interfaces.

A director of a town library stressed that the frequent changes in formats of information made planning and budgeting very difficult.

'...Some of the things are no longer relevant, and already require changes...we don't know what will develop and how it will evolve... and now ... Internet.'.

Because of these expected hardships, some libraries have avoided technological upgrading as long as they failed to secure dedicated funds. However, most library directors were convinced that they had to include non-print materials on a regular, ongoing basis. A library director from a wealthy community expressed her (and others') confusion at determining the 'right' collection budget:

'We have to evaluate our collection policies – how shall we divide the budget among books and non-books? Sixty-forty? It's hard to prophesise. The 'book generation' is expected to last another thirty years. We have to accommodate very often to new needs, and nothing is steady anymore' (town library).

As information technologies were extensively used in schools, librarians had to satisfy increased demands from school children who expected to get prompt and relevant information from databases and other sophisticated resources. A respondent from an Arab city mentioned that the easier identification of possible sources through the use of the Internet highlighted the more difficult problems of inadequate access to library collections. Indeed, with the introduction of information technologies, the library world in Israel has finally begun to consider more seriously co-operation between libraries as a way to provide access to more extensive resources.

Use of Information Technologies. 'Libraries are for use', as Ranganathan postulated, and the interviewees were asked how have information technologies affected the users of their libraries, that is, were the users able to adapt to the changes and make better use of the new library resources?

Most respondents distinguished between the young users who were quite knowledgeable in the use of the new media, and the adult users who needed help, especially regarding search strategies, downloading material from CD-ROMs and surfing the Internet.
A respondent from a town library claimed that the general public did not demand new services, as they would not expect the public library to have them, but once the new programmes were introduced, the public adopted them and insisted on receiving even more.

Interested users received individual assistance, and in several cases, libraries organised courses for a fee. An interviewee from a town library boasted a three-week summer camp for children in the library, focused on computers and information technologies, and reminded that this method was implemented in other libraries as well.

In another town library, self help was the rule, as the director admitted that users who were proficient in the new media assisted other users, ‘kids from the same school anyway’.

9.2.1.2 Social trends

Next to technology, various social changes were perceived to be most influential on library service, libraries and librarians. The terminology used by respondents varied, betraying those who had recently undergone training in management and marketing topics, but the message was similar: focus on users (or ‘clients’, as some referred to the public).

Library directors perceived the library as a public service agency, trying to be responsive to the demands of the public and attentive to its comments. Although aware of the legitimacy of these new demands, the respondents stressed that many librarians had a hard time accommodating them.

‘users have lots of expectations from the library and we have to deliver. And it’s not easy’ (town library).

Several respondents noted the salient changes in the life style and the leisure patterns of the population, which have influenced the use of public libraries.

‘The public arrives at the public library more often, for longer periods of time and for more types of service: not only books but also non-book materials, such as the new journals and newspapers’ (town library).

An additional social trend that has affected public library service in Israel was the recent wave of immigration from the former USSR and particularly from Ethiopia.
Librarians had to learn both how to satisfy the library needs of a highly literate population, eager to read Israeli and Western material in Russian translation, and, at the same time, how to deal with non-reading populations and how to socialise them to the library.

'to learn how to work with immigrant populations, how to attract Ethiopians to the library, that's difficult. Whole constructs that people have in their minds should change; some are doing it well, but some don't' (Ministry of Education official).

The respondents identified briefly additional social trends that were expected, in the near future, to have an impact on libraries: lifelong learning, changes in adults' career lives, the influence of adult education and changes in the pattern of education. An official of the Israel Centre for Libraries brought up the important issues related to library's role in the preservation of the local culture and language at a time when English, the Internet's lingua franca, threatens to push aside not only reading but also the Hebrew language.

The local culture and local language establish the connection between a person and his/her community, and a few libraries have begun to look at ways of rendering service to their communities. In two city libraries, the directors were exploring new ways of serving new publics – delivering community information and reaching to the business community, in the first case, and co-operating with the new private colleges, which lacked proper library facilities, in the second case.

'...to develop in the library practical, local information... These things are well known in the world, but hardly seen in Israel....'. (medium city library).

A respondent from another medium city library made reference to services that libraries might develop in the future for needy populations, particularly those wanting computer facilities at home.

The (destructive) influence of television appeared to annoy at least two library directors, both from medium cities. One of the respondents elaborated on the new programmes devised by the library for children:

'... To encourage small children to come and read, and not sit in front of the television like zombies, for ten hours, and just watch, but to make them participate, to motivate them—through story hours and discussions and plays'.
Another respondent related how they had tried to attract the adult population to the library:

'We try to get the people, the whole community, 'out of the box'. I maintain that even a fashion parade can bring them into the library, and so I arranged for a fashion show here. And also other things such as flower arrangements, or 'disco-kid' for teenagers'.

Lately the Ministry of Education has announced it will institute again long-study-days in schools, and public libraries used to cater mainly to the student population had to think (and plan) the development of new services.

9.2.1.3 Management issues

Few respondents made specific references to managerial issues affecting the library world, and those who did, mentioned particularly marketing and PR concepts which had been widely circulated in the public library sector through training seminars. The idea that public libraries should become a part of the enterprise culture found stout supporters among several library directors, eager to expound their ideas.

Many of the new practices, such as the vigorous promotion of library services, were long due and could give a new impetus to the public library, as the young director of a large city library explained:

'All this new policy of advertising your services and designing them to fit the needs of the public, that's a new thing. We don't wait anymore for the public to show up, but we go out to the public. And we try to understand the clients today, who they are, what are their needs, how to address clients. With all these stimuli existent today all around, how to market the library'.

Two city libraries described at length the commercialisation used by libraries to enhance their services and attract 'clients' without increasing their budgets.

'There is a new programme here, 'first steps', offered by a private firm and geared to mothers and toddlers. I let them use our premises, on a commercial basis. I am interested in having mothers and babies in the library, and I will offer the programme participants reduced library fees. And I will suggest a similar arrangement to other agencies as well.... They don't have to give programmes connected to books, 'positive thinking' will serve us too...' (medium city library).

A library director saw in the courses on computers or the Internet the continuation of the earlier, traditional library programmes on creative writing. The large-city
library did not organise any longer courses but contracted outside firms, sponsoring the courses and maintaining control over the fees.

Both libraries enjoyed new modern buildings well equipped with computer, video and conference facilities, which definitely made them attractive to potential providers of various courses. This perception of the building as an asset and as a potential promoter of the library was new, and several respondents mentioned that they were in the middle of building campaigns designed to maximise the library appeal. The director of a town library once famous for its cultural programmes has discontinued them in response to public complaints about the inadequacy of the building, but he was hopeful that the public pressure would succeed in raising the funds necessary for the renovation of the library.

It seems that library directors were more concerned with budgetary issues than before. All the technological developments required large investments, and the respondents had to look for different sources of revenues:

'Right now I'm negotiating with the PTA to buy multimedia for the library, because the local council has no funds available. It is not simple. In the past, parents knew that everything was free, and they are reluctant now to participate in funding' (regional library).

It appears that developments in human resources policies have begun to influence the library world as well. A respondent from a medium city library has lately restructured the library organisation by re-defining librarians' roles to ensure their career advancement prospects in the inflexible municipal ladder.

9.2.2 Librarians' Adaptation to Changes

There was disparity in the responses to the question about the degree to which librarians have managed to adapt to changes, and directors contradicted each other. Six respondents were candid enough to confess that not all librarians have succeeded to adapt and many had even experienced great difficulties, but others felt that librarians have managed quite well to adapt, to assimilate the changes and to adopt new attitudes. The library director from a peripheral (and disadvantaged) town explained:
‘We have Internet, but only the children from the technological high school use it. Librarians are not at all proficient. They don’t touch it’.

A respondent from a large city library described the painful process of acquiring new knowledge:

‘The very simple things, we learn slowly, slowly. We manage at the most basic level, but not beyond this’.

Several directors expressed concern that librarians’ abilities were not high enough and they did not utilise the media to their maximum. Other dissatisfied library directors complained that the training received by new librarians was insufficient, and suggested that much larger investments in the continuing education of their staff would be necessary due to the rapid changes in technology. There was agreement that librarians who had recently graduated found it easier to adapt, as they had been exposed to a library management system and to databases, but many of the older, more experienced librarians were still

‘in total shock; one course in computers or a bit of computer applications, that does not do much for them’ (medium city library).

The sudden advent of the Internet found many libraries unprepared regarding librarians’ proficiency in this medium. A town library that wanted to offer immediate access to the network resorted to hiring an outside expert instructor to assist both the public and the librarians, who were, meantime, undergoing structured training in Internet.

It was not only technological developments that posed challenges to librarians. On the contrary, as an official from the Ministry of Education explained,

‘adapting to the technological changes was easier than adapting to the changes in life styles. Technology is well-defined -- you’ve got to learn a programme, a database, how to find resources on the Web; that’s clear, structured, easy to learn. But to give service to people who use the library in a completely different manner, you need new tools, and they are not ready-made’.

A director from a town library recounted the problems encountered when she tried to add a non-conformist activity and met the resistance of the librarians:

‘It was quite difficult for them to accept the opening of the summer camp...
which involved the pool and that’s water and food, everything that is not associated with a library!!! But the kids and their parents got to use multimedia and learned about our catalogue and the databases, and the library was suddenly perceived as something really useful’.

Despite these comments, the majority of respondents said that their libraries have overall succeeded in maintaining a high calibre staff. A library director from a disadvantaged medium city, insistent that all librarians know how to operate all the new media entering the library, was careful to make adequate provisions to this end. The respondent rebutted those who complained about the problems of adaptation to changes and new developments: ‘It all starts with the head, the director can set the tone’.

9.2.3 Desirable professional skills that librarians should develop in CPD

The interviewees were asked what, in their opinion, were the professional skills or areas of expertise that librarians should continue to develop in order to be more responsive to the needs of their respective libraries.

At first the question was asked as an open question, with no guidelines provided, in order to get the unbiased opinions of the respondents. Several respondents listed more than one area as ‘most critical’; hence there were more answers than the number of interviewees. The responses were quite contradictory. As expected, the majority (eleven respondents) indicated that IT skills were in greatest demand; four directors and one library official indicated different managerial aspects as their first priority skills, and four additional respondents mentioned the need for information and reference skills. One director each suggested communication and general education as major areas to be strengthened.

Several directors thought IT skills were over-emphasised, at the expense of ‘the professional domain’, meaning traditional library activities such as reference, reading advisory services and organisation of resources. Some of these respondents maintained that librarians should acquire skills related to their work: ‘each in his own area’ and ‘subjects which are directly relevant to library services’. Apparently, IT skills were not perceived as relevant to their work, except at a basic operational level.

Two directors from medium cities addressed the subject of the library as a political unit from two different angles. One of the respondents suggested edifying the elected officials about the role of the library in the community, in an attempt to raise
both awareness and funds. The other respondent took the opposite view (towards the same aim) when she recommended that library directors should 'learn much more about the politics of the local authority'.

The respondents were then shown a probe card (question 13 in the interview schedule) that listed skills and knowledge domains according to nine broad areas of expertise, and they were asked to comment more specifically on the skills and areas of expertise needed in their libraries. While several interviewees gave their opinions about every professional area of competencies listed, others discussed only areas that they considered important.

### 9.2.3.1 Information and communication technologies

Four directors used superlatives when discussing IT skills: 'most urgent', 'most important', 'most critical', 'most and foremost'. These respondents came from all kinds of libraries - regional libraries, town libraries and city libraries. Seven other respondents affirmed that information and communication technology skills would continue to be required, as librarians were not yet familiar with these areas.

Even librarians who considered themselves well versed in the domain of IT, such as the director of a regional library, felt at loss as the rapid technological developments required constant upgrading and updating in their IT skills. 'It's never ending. You have to learn all the time'.

The director of a large city library, who was still in the phase of planning the introduction of new technologies in the new library building under construction, stressed practical aspects that were disturbing her at the time:

>'If we won't get instruction to all the library staff how to make use of the new technology and the new resources, how to operate everything, then we cannot open the library'.

### 9.2.3.2 Information skills

Generally, the respondents referred to reference and information abilities, regardless of their format, as a highly required expertise. Ten directors expressed their concern that librarians were not familiar enough with the new digital information resources and were thus incapacitated to provide users with the best service. Beyond the basic sources, the respondents would have liked librarians to be acquainted with a multitude of information resources in various disciplines. The director of a regional
library, generally quite content with the expertise of the librarians employed, sustained that most important was to learn ‘about new databases and search strategies. That’s our future’. And the director of a large city library elaborated on the skills that interested her:

‘Information skills instruction – both to individuals and to groups, instruction in information technologies and also some additional training in bibliography, to include digital resources, information retrieval, that’s very important today’.

Comprehensive reference skills, and specifically the reference interview, were also targeted as competencies to be enhanced. A respondent from a medium city library summed the often-heard opinions of other directors:

‘What’s the goal? This intermediary function, the connection between resources and the person. Most important is to provide well the information that the readers need, and today that’s not only from books’.

9.2.3.3 Management

Thirteen respondents asserted that librarians should develop management skills for the future environment, but when they detailed the particular areas of management, there was much dissimilarity. One of the directors held that management was over-emphasised because the subject was commonly fashionable, although there was no real need for this type of expertise in public libraries. An official from the Israel Centre for Libraries admitted that indeed, few librarians registered on activities in these topics, although in her opinion, they lacked necessary managerial skills.

Several respondents differentiated between the skills needed by librarians in managerial positions and the general library staff, indicating that ‘management does not belong to all librarians’ and the directors, including branch and division managers, were the only ones in need of budgeting and human resources management skills, including team-work:

‘there is nothing to manage around here, and [librarians’] required competency in this field is very little’ (large city library).

As opposed to these respondents, other interviewees, among them the representatives of Israel Library Association and those of the Ministry of Education, called upon all librarians (not just the directors) to reinforce their management skills:
'Librarians should learn management before they become directors, so that good librarians can be also good library directors' (ILA official).

Incidentally, the two library directors who supported this idea used a more participatory form of management.

The widest consensus centred on the knowledge of marketing concepts. Six directors mentioned this area, a clear indication of the influence of the numerous courses offered in marketing, which have been attended mostly by library directors. In one case, marketing was ranked first among the skills needed in the future. Lately, public libraries have been encountering great competition from various information and entertainment providers, and ‘selling the library’ was perceived as the responsibility of every librarian.

‘Marketing – this everyone should know, in my opinion, and to do, and not to forget’ (town library).

Additional management topics regarded by many respondents as important to all library professionals were quality service, understanding the information needs of the community and co-operation with other agencies in the community, specifically with the school system. ‘To understand the needs of the public’ and ‘to develop community services’ were phrases that came up in many interviews, demonstrating the directors’ awareness that libraries would have to transform in response to the changing environment, and signalling a new trend in public libraries.

9.2.3.4 Communication

Topics associated with various aspects of communication had been very popular in the CPD offerings of several years ago and evoked contradictory opinions regarding the need (or lack) of expertise in the field. Many respondents held that there is still much need for ‘everything connected to communication skills’, and named sub-topics such as interpersonal communication, assertiveness training or communication with problem users as the areas in which additional training would be beneficial to their staff. Others associated communication with marketing, and endorsed both areas with great enthusiasm.

In contrast, a group of respondents felt that the subject has been fully explored and there was not further need for training. A representative of ICL, the large non-
profit association who provided most of the training activities for public librarians was enraged at this view:

'Assertiveness was in the past a favourite topic, but now nobody wants to hear about it. They say that everybody has taken it already. That's nonsense. Not only that they have not, but new generations are coming and they lack this skill'

A library director from a town library was particularly critical and the suggestion that librarians might attend a CPD activity on written communication aroused her anger at the wealth of offerings on 'non-professional topics':

Director: 'what is written communication?
GD: Writing book reviews, announcements, reports.
D: What do they need this for? They should not mess around with this.

This director conceded, however, that communication with users might be helpful.

9.2.3.5. School-related library service.

The probe card enumerated several topics in school library and information services: reference work in relation to school assignments, knowledge of curricula and educational methods and knowledge of and co-operation with the school system. Respondents from all types of public libraries mentioned these topics as necessary for library professionals, particularly directors from regional libraries, which served also as school libraries. Collaboration with school libraries and with the school system gained priority over other topics, as public libraries serve largely the student population and have become more conscious of their responsibility in establishing good relationships with the schools.

One of the popular topics presented at seminars and courses of various lengths is 'research skills', directed mainly at school librarians, but attended too by public librarians working with students, especially in localities where school libraries were not very active. While several respondents held that this area was of great importance in their libraries, others were more hesitant:

'the emphasis on research skills and the process of writing papers is exaggerated. The courses are long, expensive, and anyway they are not geared specifically to the needs of the public libraries' (town library).
Several of these directors recommended the topic to librarians working specifically with school children.

9.2.3.6 Library and information services for children

Competencies included in the area of children library services were: children’s and young adults’ literature, promotion of literature through various activities, use of media and bibliotherapy. Eight respondents discussed these competencies, four of them stating that in their libraries the skills were considered of great importance. Others remarked that only children’s librarians should continue to cultivate their abilities in this field.

Respondents stressed the significance of the various media and their integration in all aspects of library work, and reflected that librarians should develop a working familiarity with multimedia games, should be skilled in evaluation methods of audiovisual resources and should be able to design programmes using materials in all the formats.

9.2.3.7 Resources Management

Library directors in Israel seemed to think that librarians did not need to update their knowledge in this area, except in indexing skills. Three respondents expressed their opinion that ‘technical services’ were not necessary anymore, as the Israel Centre for Libraries was selling high-quality cataloguing records for all the materials published in Israel. Indexing was virtually unknown in Israel until 1996, when the Israel Centre for Libraries (ICL) published a Hebrew Thesaurus and began indexing the new material. Libraries have since begun to add subject headings to older materials, thus requiring this new librarian skill.

None of the directors referred to collection development and management skills, demonstrating the minimal importance conferred upon this professional area in public libraries.

9.2.3.8 Updating basic library skills

Five respondents discussed the necessity of updating basic library skills, three of them positively. The director of a medium city library distinguished between updating of reference skills, which she regarded as necessary, and updating of the cataloguing procedures, which she did not. The respondents agreed that professional librarians had
the responsibility to update continuously the basic knowledge in topics relevant to their work.

9.2.3.9 General Education

Five library directors indicated this broad area as important for librarians, two of them marking it as one of utmost importance. A director of a disadvantaged large city library who named this area as the most important one explained that she gave priority to releasing librarians who pursued general education courses, even if they were not rigorous studies leading to a degree. The subjects listed by most respondents as desirable were cinema, literature, and the arts. All the interviewees who commented on this area regarded it as 'enrichment', 'something for the soul' and 'for fun'.

9.2.4 Summary

The overwhelming majority of respondents indicated that developing and updating public librarians' ICT competencies should continue to be a first priority of CPD. Additional important professional areas targeted were reference and information skills, particularly increased familiarity with digital resources, search strategies and user education skills.

There was wide disagreement among the respondents regarding public librarians' need for managerial skills. Most respondents agreed that all librarians should be trained in marketing concepts, community needs analysis and principles of quality service. Several respondents maintained that management topics were relevant only to managerial staff.

Topics related to school and children library and information services were considered important for librarians working with these populations. Co-operation with the school system and school libraries was singled out as a most relevant skill. In this context, increased familiarity with various media and multimedia programmes was deemed advantageous.

Several library directors commented that communication skills were no longer the issue they had been a few years ago; despite this, other directors still cited communication with the users an important subject area. The almost unanimous opinion of the respondents was that public librarians would not need any resources management skills, except indexing.

Advancing librarians' general subject knowledge was indicated as important by a
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group of respondents, two library directors from disadvantaged areas stressing this area as most important.

Only three respondents held that librarians should update their basic library skills within organised CPD activities, the only exception being the maintenance of reference skills, which was singled out as a necessary skill.

9.3 Research Question 2a – Administration of CPD for public librarians

How are public libraries administering CPD for professional librarians, according to stakeholders within the public library community?

9.3.1 Current Methods of Librarians’ Continuing Professional Development

One of the first interesting findings was that the concept 'continuing professional development' was not readily understood by the majority of respondents, be they library directors or officials of various library oriented bodies.

The researcher had to explain the concept to every interviewee, particularly the fact that CPD was more wide-ranging than attending external courses. Clarifications were brought up again and again in the course of the interviews, whenever it was felt that misunderstandings might arise.

'They learn from courses, from one another, and from the work', was the answer given by the director of a large city library to the question about the ways employed by librarians to learn new things, echoing Eraut (1994) who said that learning professionals relied on three main sources: publications, practical experience and people (p. 13). These methods were employed separately or, frequently, in combination.

The respondents were shown a probe card (question no. 4) that enumerated twelve types of CPD activities, and they were asked to discuss those that applied to their staff. In this way, it was hoped to elicit more precise details on the methods used by library staff to develop professionally. Among the activity types included were in-house training activities, organised or sporadically conducted while working, academic studies, courses of various lengths and purposes, reading of professional literature, committee work, visits to other libraries, professional meetings, institutes and seminars, and research and teaching. Not all the interviewees reacted to all the activity types, mainly because they were not relevant for their staff.
The directors' responses were subsequently analysed and grouped according to the same clusters that had emerged in the statistical analysis of librarians' responses to questionnaires. Five groups of activities were thus obtained: active involvement in CPD, self-learning, social interaction activities, semi-formal activities and in-house training. The last category was not used in questionnaires, but the interviews showed that the most intensive CPD activity took place in the libraries themselves.

9.3.1.1 In-house CPD activities

In-house CPD activities included opportunities of four kinds:

♦ On-the-job training.

♦ Internal training, namely activities organised by the unit (in this case, the library) or its parent organisation (that is, the local authority), for the benefit of the organisation's employees, and usually conducted on the premises. Internal CPD activities are structured events directed by internal or external trainers.

♦ Staff meetings

♦ Inter-library co-operation

On-the-job training.

'I never thought about the learning that goes on in the library. We learn something new every day, librarians really learn a lot from one another, on the job' (town library director).

Remarks similar to this one were heard throughout the interviews. Eleven respondents described the ways on-the-job training was conducted in their libraries, and the patterns revealed were quite similar.

Librarians helped each other with many library procedures, on a daily basis. The topics ranged from indexing procedures to reference sources in Jewish studies, but centred primarily on the effective use of computers and digital resources.

'When a new and inexperienced librarian has to work on a project, a more proficient one sits with her and they develop together the project. This becomes a learning opportunity for the new librarian, how to research a topic and how to prepare school-related projects' (regional library).

'Yesterday, all of a sudden B** saw something interesting on ERIC, so she called all the librarians who were free to come and see and learn. That happens all the
time, this on-the-spot learning’ (large city library).

In many libraries, the unstructured and unplanned learning was arranged directly between the librarians at the request of those willing to learn something new, and library directors were unable to assess the amount of these transactions. In other libraries, the directors were those who did most of the ‘teaching’:

‘I myself give them the instruction, I have no alternative... Next week we get e-mail, so I scheduled to teach several librarians together how to use the e-mail programmes.... I find myself quite often giving instruction informally, it’s not always pre-planned....two librarians who need this scanner... I’ll put them in front of me and say please, if you have time, let’s show you how you can use it’ (medium city library).

Most libraries used the ‘cascading’ method of learning, meaning that one or several librarians were sent to external courses, becoming ‘specialists’ in a subject or a library procedure, then they were expected to explain and instruct the uninformed, frequently in a more formal way. The instruction was habitually done on an individual basis, although the structured method was also in use. In a large city library, the management system librarian developed a ‘kind of one-day seminar’ and assisted by another ‘expert’ librarian she delivered to all the new librarians ‘all the practical matters’ in a formal way, which included exercises and assignments.

Sometimes, libraries encouraged certain librarians to increase their expertise in a particular subject by practising during work hours until they became specialists in that topic and were able to teach others. This method was related by a number of respondents, proving its popularity.

In a city library, the ‘specialists’ used to publish printed user guides for the benefit of the other librarians and of library users.

A frequent mode of on-the-job training, widely related in the professional literature (Rooks, 1988; Slater, 1991), is the induction of new employees. In this study, one director only said that their library (in a medium city) had a standard induction policy. All new employees, in every capacity, underwent a two-day induction training during which they received, along with other organisational information, explanations about library users and various procedures for problem solving. Professional librarians had to spend their first week at work attached to more experienced ones. Other libraries did not have such a structured policy, but
nevertheless they used similar practices, in a more informal way.

**Internal training.** Closely related to this type of CPD activities were the seminars, workshops and courses organised by libraries for their staff in the library or in another public place in the local community; most respondents referred to these activities as ‘internal training’.

Several library directors discussed the relative merits of ‘external’ versus ‘internal’ training, as well as their disadvantages. The rationale expounded most often was financial, although other arguments were also heard. Peripheral libraries, of course, invoked the issue of distance that discouraged librarians from pursuing CPD activities in the centres of learning in Tel Aviv. In this sense, conducting in-house events was more convenient both for librarians and for the employing library, which could release attending librarians only for the time of the event, and not for the whole workday.

‘The options are to travel to the Israel Centre for Libraries or to the Local Authority Centre, both in Tel Aviv, and both quite expensive.... But most librarians don’t like to travel’ (town library).

Although these libraries were found at maximum one-hour distance from one of the schools of library and information studies, Tel Aviv offered them a wider diversity of CPD activities, from various providers.

A most relevant reason for the provision of ‘internal courses’, as several respondents called them, was the fact that these courses were custom-tailored to match library’s specific needs; thus they were considered highly effective. Four respondents from city libraries and three from town libraries were enthusiastic about their in-house training:

‘Instead of sending one or two librarians to a seminar at the Centre of Public Libraries [in Tel Aviv] it’s preferable to bring the seminar here.....during the summer we’ll have an enrichment day, on popular literature, and another seminar on co-operation between school libraries and the public library’ (large city library, far from Tel Aviv).

The CPD activities organised in libraries varied in duration from four hours (half a day, usually in the morning) to a series of weekly seminars, lasting 3-10 weeks. In this respect, the events paralleled one-day institutes, short courses or even semester long programmes. The topics treated varied. Frequently a series of consecutive
sessions dealt with one broad subject, such as Internet training, quality service, marketing or assertiveness training. One-day seminars were also offered on topics such as popular literature or library services for special populations. Additional topics indicated by the respondents were computer applications, public relations, communication and reading promotion.

Many respondents echoed the words of a director from a large city library: 'We give them new things, new methods, new attitudes'. The common theme was 'practical issues... all the subjects .. related to real needs, as they emerge from the field'.

Less than half the libraries studied conducted internal training, despite all the benefits cited. One of the drawbacks was that the director, who had to invest much time, energy and knowledge in the organisation of the training, was the first to feel the inconvenience. A compound problem was the necessity to secure the funding for the entire activity early in the planning process. A representative of the Ministry of Education explained that internal training was cost effective, but only large libraries with larger budgets could organise it, and smaller town libraries could not bear the costs. This view was disproved by the town library directors interviewed, as three out of five conducted internal CPD activities. However, these libraries enjoyed larger budgets and the directors were perhaps more interested than others were in a structured programme of CPD for their staff.

**Staff Meetings.** Another type of professional learning may occur during staff meetings when various professional matters are deliberated, be it the problem of fees or the use of the basement as an activity hall.

While two respondents from regional libraries told about weekly staff meetings during which all the librarians participated in decision making, several other libraries had only sporadic gatherings. The director of a city library had organised 'leading teams' that included librarians from the central library and representatives from the branches, and they dealt together with personnel issues. Other large-city libraries held branch directors' meetings once a month, mostly on organisational affairs. In one case, there were also meetings of teams from specific types of service (such as reference librarians or children's librarians) from all the branches. Occasionally, at their director's discretion, branches organised their own staff meetings. Very few did it.

Before the interview, few respondents had thought about these activities as
learning experiences, but in retrospect, they agreed that librarians gained much knowledge from these encounters, and some pondered the possibility of institutionalising staff meetings on a regular basis.

**Inter-library co-operation.** Two directors of peripheral libraries mentioned an additional in-house method of CPD: organising inter-library support groups to discuss common problems and advise each other. The issues highlighted ranged from effective work with the library management system (a type of users' group) through in-library managerial topics to local political problems.

**Disadvantages of in-house training.** Respondents who organised in-house CPD activities were nevertheless aware of the benefits of external training, which afforded interaction and exchange of ideas with librarians from other libraries and a greater variety of opportunities. Professional providers were more experienced in the organisation of CPD activities, including the development of appropriate programmes of study, the location of trainers and the provision of adequate facilities.

**Summary.** The libraries studied used several methods of in-house training. On-the-job training was often unstructured and unplanned. Libraries of all types used extensively the cascading form of training, often encouraging librarians to become 'experts' in a certain professional area and then instruct others in the library.

Lately, libraries have begun to develop structured internal training, usually led by outside expert instructors. This training was considered cost effective and more relevant to the precise library needs; in addition, it allowed more librarians to participate, overcoming the problems posed by distance. About half the libraries studied carried out internal CPD activities, customarily these were libraries with a larger staff.

Staff meetings and inter-library co-operation were additional methods of continuing professional development used by selected libraries in the study. The training potential of these methods has not yet been fully recognised.

**9.3.1.2 Active involvement in CPD activities**

These CPD opportunities demanded commitment and self-discipline besides the larger investment in time and intellectual energy. The respondents discussed the extent to which their staff undertook this type of activity, which included academic studies, research, teaching and committee work.
**Academic studies.** The interviews revealed that the vast majority of public librarians employed in the libraries studied were not involved in rigorous academic studies conducive to a degree, be it in library studies or in another discipline. In three libraries there were still librarians without a formal library education who were studying towards the 'certified librarian' diploma; this included two library directors, new arrivals to the library profession.

Four librarians were in the process of upgrading their library credentials towards an M.A. degree, and another one was about to begin in the fall: four of them worked in city libraries, one in a town library near Tel Aviv. In another city library two librarians were involved in upgrading their ILA-stage 2 diploma to 'certified librarian'. The respondents stressed that librarians who have been interested in upgrading their qualifications did it long ago; the rest were either uninterested or approaching retirement and the directors did not push them to further their education.

Five library directors mentioned that some of their staff was pursuing academic studies in various fields unrelated to library and information studies. City libraries appeared to be more interested in librarians who were college graduates and encouraged them to this end. In a large city library, three librarians were studying towards their M.A. In another library, the director made reference to teachers who were completing their B.Ed. degrees.

**Teaching.** The only circumstance of teaching occurred in one of the regional libraries studied where a librarian conducted workshops on various library topics for the benefit of non-professional rural librarians affiliated with the regional library. The director who described this activity was very pleased to realise that the librarian involved in teaching was, at the same time, furthering her own professional development.

'A*** is teaching librarians from villages how to weed their collections. Yes, one indeed learns a lot when preparing a lecture or a workshop, I did not think about it in this way'.

**Research.** As far as the respondents knew, no public librarian employed in their libraries has ever been involved in research. Three directors showed much interest in the possibility of conducting research on public library issues, and expressed their willingness to participate in a joint research project. All three directors have studied library studies at a post-graduate level, two of them at a recent date.
Committee work. Seven respondents reported that their libraries operated committees responsible for certain issues. These committees bore different names, such as ‘work-groups’, ‘mission teams’ or ‘thinking forums’. In five cases, they dealt with topics connected with the Book Week or with other reading-related activities, such as the annual competition on children’s literature.

In a large city library, at the monthly staff meeting, the committee on fiction presented a selection of the new books in order to familiarise all the librarians with the new resources. In another town library the work of the teams revolved around library exhibitions, programming for adults and story hour activities.

A medium city library has formed a committee, consisting of directors of branches and unit managers, to develop a mission statement for the entire library system. At first they worked together to formulate the library goals, then each of the members chaired a team assigned to develop operational objectives. Among the teams, one dealt with the relations with school libraries, other groups worked on collection development, information skills instruction, computers and IT or the relationship between branches and the main library. The director of the library system, who was interviewed for this study, was very pleased with the involvement of ordinary librarians in the management of the library, and with their professional development as an outcome of this work.

Summary. Very few librarians appeared to be involved in highly intellectual high-commitment training activities. City libraries encouraged their staff more than other libraries to pursue academic studies and to obtain postgraduate library diplomas.

No librarians in the units studied were involved in teaching or in research activities. Committee work was infrequent and revolved mainly around activities related to the promotion of reading.

9.3.1.3 Self-learning

Self-learning opportunities included two modes of CPD:

1. Independent reading of professional literature, either from the field of library and information studies, or in other fields, related to their work.

2. Independent learning of a job-related subject or skill.

Reading Professional Literature. According to the directors interviewed, Israeli public librarians scanned the Hebrew library literature to which all libraries subscribed. Three respondents were certain that librarians did not read at all, and six
answered that ‘some read, but not enough’. The majority of interviewees explained that librarians read particularly the book reviews from the professional literature and from the weekly literary supplements of the newspapers.

‘they do, occasionally, but mainly they read book reviews in the literary supplements and on Internet’ (regional library).

It seems that library directors used two opposite approaches: some maintained that they don’t have to ‘assign readings’ or ‘push information’ to professional librarians, as reading was the responsibility of every librarian. Library directors who routed journals and articles of interest adopted a different stance. Two respondents who had participated in the ‘round table forum on professional issues’ (a ICL reading group that discussed articles published in the foreign professional literature) used to circulate afterwards the articles among their librarians. A large city librarian reported:

‘at our staff meetings we talk a lot about the need to read professional material. Every time I read an interesting article I photocopy it and give to others to read and react. The literary supplement of Haaretz [daily newspaper] is circulated among all the librarians’.

Among the libraries studied, a town library was the only one that subscribed to two English language library journals (Library Journal and Scandinavian Public Library Quarterly); a medium-city library subscribed to Library Journal, and a large city library director indicated that a subscription for Public Library Quarterly was also under consideration. In all these libraries, the director was the principal reader of the journals, but librarians who asked to read the journals were always welcome to do so.

**Independent learning of a job-related subject or skill.** Five respondents said that librarians in their libraries, the director included, used to learn new things by themselves, often during work hours. The topics studied related usually to computers, databases or the Internet. A medium city library director told how she used a manual to learn how to operate a scanner, and then she taught the other librarians.

‘I teach myself everything, from the books that come with the machines, such as a scanner, for example. I keep reading and reading all the material and practise everything until I am an expert and can teach others’.
In a town library, a librarian was given ‘practice time during the work hours’ to study a new database. In a new large-city library, time for independent study was institutionalised and granted democratically to everybody:

‘each one has in her work schedule at least two hours a week of what we call ‘integration of systems’.....time to deal with the new systems, read, search, discover all kinds of information. This is their learning time and we encourage this, it’s very important’.

This practice is very enlightened, and supports Haycock’s (1997) recommendation that time be provided to librarians for the exploration of applications and for reflection.

Librarians often practised Internet searching at their homes, if they had connection to a server from their house.

Summary. Library directors estimated that the majority of librarians read mainly the book review section of the weeklies, with a few librarians reading also the Hebrew professional literature. Several directors used to circulate among librarians articles of interest from the professional literature, local and foreign. Other directors disapproved of this practice, maintaining that each librarian was responsible for his/her professional reading. Librarians seemed to learn by themselves many job-related skills, particularly those associated with computers, often during work hours.

9.3.1.4 Semi-formal activities

Two types of CPD opportunities were included in this category: attendance at professional conferences lasting several days, and participation in various short courses.

Conferences. Responses varied regarding the worth of the conference as a vehicle for CPD. The majority supported this activity, and recommended it to librarians, but opposite views were also voiced, as in the following excerpts, referring to the same event:

‘It was very good, the meetings, the exhibition...the lectures themselves were instructive and interesting, the lecture on future trends, that was very important’ (town library).

‘I did not find that the lecture on political matters was relevant to the library’s work, neither Grossman’s lecture on his new novel. I did not think that we should invest our money in these things’ (large city library).
Respondents were asked whether librarians attended conferences, and in their answers, most directors referred to the annual convention of librarians, organised by ICL and lasting three or four days.

With the exception of two libraries, both of them from the distant North, all the others encouraged librarians to attend the annual conference. Even those who disliked the topics, appreciated other worthy outcomes of participation in a conference:

‘You go sometimes not for the topic, but to meet peers, to see exhibitions of new products, new software developments’ (regional library).

‘... participating in annual conferences, that’s less important professionally, but it’s indirect CPD through the exchange of ideas’ (Ministry of Education official).

In most cases, the library funded all or a substantial part of the fees for the conference. Two methods were employed: either the library sent a few librarians for the whole duration of the conference, including the accommodations, or they ‘divided the days’ among several librarians and paid only for participation at the lectures. The second method seemed to be more popular, as it afforded more librarians the chance to intermingle with peers; seven respondents stated that this was the standard procedure in their libraries.

‘Every day I took another group of librarians, and so all of us participated, because we cannot close the library. Every day four other librarians went, with me. The alternative would have been to send one for three days, because it’s hard to drive back and forth in the same day, every day.... And the ‘togetherness’ of the four of us travelling together, eating together, these are added values’ (town library).

In another town library both methods were used, each for a different type of librarians: librarians took turns to attend the annual convention, but branch managers and heads of subject divisions were allowed to participate in all the sessions, for the entire duration of the conference.

Two respondents from city libraries related how they tried to press librarians into attending the entire conference, not necessarily successfully. Both library directors regarded participation at the conference as a kind of ‘all expenses paid vacation’ and emphasised the ‘enjoyment’ associated with attendance at the convention.
"I tell them: 'get out of the library a little, go and have fun and enjoy, don’t go one day only, take the whole three day package, you’ll meet people, will exchange some ideas, stay at the hotel and be happy, even if you’ll skip a lecture.... Take care of your careers, go on a vacation for three days. But many don’t want to go' (medium city library).

There were also libraries that publicised conferences and sometimes even encouraged librarians to attend, but librarians themselves had to pay the fees or part of them. In these cases, as expected, the participation was limited.

A few library directors mentioned librarians who attended different library conferences, but this was not widespread. Two respondents complained that their librarians would have wanted to attend the school librarians’ conference, but the information reached them too late and ‘there were no seats available anymore’. Apparently the communication channels to public libraries were not good enough, as this was not the primary audience.

The director of a medium city library in the distant North argued that the general conference was not very effective for any purpose, and other alternatives should be explored:

‘you don’t go for the lectures, you go just to meet people, then ... you don’t have to wait and go once a year, and you don’t have to spend money on hotels. One can organise meetings like this two- three times a year, may be once in the North, and once in the Centre, then you can meet people, may be even people like me who don’t go to the annual conference at the five-star hotel in Jerusalem or in Tel Aviv .... then you could really meet people and discuss matters, get to know each other and learn from others’.

Short courses and not-for-credit courses. Although the Israel Centre for Libraries advertised an abundance of short courses and workshops, the respondents seemed to recall especially the indexing workshops and the Internet courses, which were given at several levels and were attended by numerous librarians. Several directors have participated in the ‘peers’ workshop – a two-year long programme in management, stressing particularly human resources management. The workshop was geared towards library managerial staff, and evoked mixed opinions in regard to its effectiveness.

The respondents generally concurred that the fees for short courses were too high. As most of the skills taught were non-transferable library competencies, librarians expected the employing library to bear all the costs. Hence, libraries encouraged
librarians to participate ‘according to the matter and the possibilities’, in the words of a respondent from a town library.

Librarians took also various courses – not for credit – at a University or at Teachers’ Colleges, studying a wide range of topics, from computers to psychodrama. These courses lasted longer, a semester or even a whole academic year, and usually entailed the fulfilment of various academic requirements. Librarians holding teaching diplomas participated occasionally in various courses that granted CPE units and entitled teachers to pay raises. Often these courses focused on children’s literature and were viewed as likely to improve the service to children.

The term used by many directors when they referred to non-library-specific CPD activities was ‘enrichment’, indicating their belief that everything could be considered relevant to the library service, directly or indirectly; most respondents declared their non-committed support for these activities.

Summary. Most libraries encouraged librarians to attend the annual librarians' conference, although there was an ongoing debate regarding its worth. Many directors considered the conference a professional socialising event without relevance to library needs. Some libraries released librarians to attend, but did not pay their fees. In these cases, participation was lower. External short courses were perceived as a rather expensive method of training; nevertheless, library directors used to send librarians to undergo this type of training in specific library areas, according to the immediate library needs.

An additional method of CPD was participation in various academic courses as non-matriculated students; most these courses were perceived as secondary in importance, mainly contributing to the personal enrichment of the attending librarians, but still beneficial to the library.

**9.3.1.5 Social interaction types of CPD activities**

CPD activities of the social interaction type took the form of visits to exemplary libraries, participation in institutes, seminars or professional meetings and involvement in the professional organisation – the ILA (Israel Library Association).

Visits. Respondents divided evenly between those who favoured visits to other libraries, and those who were opposed. Proponents argued that visits were very important as incentives to institute similar changes and to alleviate anxieties. Two out of the three respondents from regional libraries were especially enthusiastic about the
opportunity to 'watch how activities are run in another library' and then return 'eager to try them out'.

'we 'steal' ideas from every visit and try to implement them here. Sometimes it's not exactly the same, we adapt ideas to what we need and what we can'.

Visits to new and modern libraries served thus as benchmarking tools, and model-libraries seemed to enjoy the reputation. Directors of three of these libraries were interviewed, and none of them encouraged visits elsewhere. 'We don’t go on trips. We are the library others visit', was the statement of a respondent from a large city library.

In several libraries the entire staff used to go every year on a day trip, combining a visit to an exemplary library with a socially oriented outing, to a restaurant or a day at the beach. The costs of the activity were usually borne by the library, who provided also transportation.

The high costs and the necessary closing of the library induced many library directors to oppose this type of activity. Many respondents claimed to favour the visits as long as they were done individually by interested librarians, at their own expense and not in library time.

Institutes, seminars and professional meetings. Although only one-day long, and not very costly, external seminars and professional meetings did not appear to be very popular in the libraries studied. A director of a town library stated that they used this type of CPD only when they took place in their library, and it seemed that this was applied in other libraries as well. Internal seminars and institutes were discussed in the previous section, about in-house CPD activities.

Several respondents said that their entire staff participated every other year in the Librarian Day’s activities, organised in conjunction with the Jerusalem International Book Fair. Another director, who commented on this type of CPD activity although their library did not encourage participation in one-day seminars, highlighted the reason why so few participated: relatively high fees with low results. Day seminars served mostly to raise awareness and expose librarians to new developments, but with no real acquisition of new skills ready to be implemented. The interviews also revealed that most frequently only librarians with managerial duties attended professional meetings.
Professional Involvement in ILA [Israel Library Association]. It appears that public librarians in Israel were totally out of touch with their professional association. Nine respondents cared to comment on this type of activity, and seven of them seemed puzzled at the inclusion of this statement among activities of professional development:

‘I don’t understand why you mention ILA. That’s not a forum for learning. ILA is something from the past. They don’t organise anything’ (large city director).

Summary. Social types of activities were not very popular among library directors. They were generally considered vehicles for raising awareness, not for imparting skills, and as such, less relevant to the library’s immediate needs. Organised visits to exemplary libraries, usually new and technologically advanced, were used as a benchmarking tool by half of the libraries studied. Others disapproved of this method, as it required the closing of the library. Few encouraged participation in institutes and one-day seminars, except to interested librarians in managerial positions. All the respondents indicated that librarians were not at all active in the library association.

9.3.2 Management of CPD

This section explores the management of CPD in public libraries from the perspective of library directors and various stakeholders in public libraries. Issues discussed include the planning, organisation, budgeting and monitoring of the training, as well as the methods used to facilitate involvement in CPD and the rewards granted to librarians who have continued their professional development.

9.3.2.1 Continuing Professional Development Policies

The question about the existence (or the lack) of a library staff CPD policy startled all the interviewees. The director of a town library was the only one who was cognisant of the existence of a training policy in the past, although, to her recollection, it has been ‘not very clear, and not in writing... nowadays it is not done any more in a systematic way’.

It appears that in Israel’s public libraries the lack of guidelines delineating the administration of CPD was the norm. The majority of directors interviewed declared that they supported their employees’ CPD, but mainly on a conceptual level:
'A policy? As much as possible. There is wide support for the idea of CPD' (medium-city library).

'We don't have any policy, but we try to let them go' (medium-city library).

A director of a large-city library referred to the standard Civil Service policy (endorsed by the Israel's General Federation of Workers) that allowed college graduates to attend three days of training in lieu of work.

'Other than this we don't have a clearly spelled-out policy. Those who are not college graduates, I don't know.'

The Israel Library Association favoured librarians' continuing professional development, but did nothing to promote it. For the past decade, the main goal of the Association has been to advance the idea that all librarians should be college graduates, as many public librarians still lacked a college education.

'since there are so many agencies who offer training activities for professional librarians, we at ILA thought that we are not really necessary, we have nothing more to offer' (ILA official).

Neither the Department of Libraries at the Ministry of Education nor the Council for Public Libraries had any CPD policies for professional librarians. An official of the Ministry assigned the responsibility for librarians' CPD to the local authority, perhaps with some help from the Ministry. Another official of the Ministry said:

'There is a general knowledge that they [librarians] should undertake CPD, but we never put these things in writing. This is the mandate of ICL [Israel Centre for Libraries], and by allocating every year a large budget to ICL we implicitly affirm our support for librarians' continuing professional development'.

The Department of Libraries worked in co-operation with all the other agencies with regard to basic library education, but not regarding CPD. One of the officials interviewed admitted candidly: 'we have never really given much thought to CPD. We have always left this to ICL'. Rothstein's (1965) phrase from long ago seemed apt in the Israeli context of the nineties: CPD seemed to be 'nobody's baby'. Moreover, this lack of policy demonstrates the lack of strategic management and operational planning policies, and questions the feasibility of any quality of service and
effectiveness measurements.

Interviewees from the Israel Centre for Libraries [ICL] affirmed that the Centre's main goal was to update librarians' knowledge and upgrade their professional specialisation 'in the world of work', the actual requirements of library work serving as the starting point for the CPD activities provided by the Centre. They had no formal policy or guidelines concerning librarians' CPD, and in this respect they exhibited a behaviour suitable to a provider, more than that of a librarians' association, like they professed to be.

Many library directors interviewed attributed the want of a policy to the severe financial constraints that have lately afflicted local government. The director of a large-city library commented that she could not formulate a policy 'if I cannot fulfil it'. Another disillusioned town library director added: 'I could not have stood by the policy, were we having one'.

Several respondents felt that a CPD policy should be tied in with generous financial support for CPD activities, otherwise it would be

' unfair to pronounce 'everyone has to further her studies' as long as I cannot provide the necessary conditions for CPD' (large-city library).

A medium-city library director pointed out that, in their case, the municipality itself did not have a clear policy regarding CPD, and thus the library was in no position to formulate and implement its own CPD policy.

Training Needs Analysis. No library conducted formal systematic training needs analyses of the staff, as defined by Bennett (1992): 'the systematic examination of the gap between the skills, knowledge and attitudes necessary to perform a job well and those possessed by the current incumbent of the position' (p. 211). However, several directors explained that they assessed continuously the library needs and directed staff members 'with the right abilities' to appropriate development activities. In a large-city library the director claimed to know 'what's relevant not only for the library but also for each of the librarians in terms of her work here'. This knowledge was based on intuition or personal interpretation of what was appropriate for the library at that moment, rather than on a rigorous analysis that might attempt to forecast future needs as well.

One director of a regional library seemed particularly active in planning staff CPD in response to the perceived needs of the library, as she related:
‘It’s important that they know all the resources, how to use them, and when to use what; they also have to teach information skills and they have to be thoroughly familiar with all the procedures and processes of the management system. The staff here learns new skills and concepts before the real need arises, before the implementation of a service or a new activity’.

At the macro level, it appears that none of the officials interviewed was aware of the exact training needs of public librarians, hence the marginality of CPD in their strategic planning:

‘We know generally what’s needed, but not from surveys’ (Ministry of Education official).

The Israel Centre for Libraries surveyed informally librarians who expressed interest in the Centre’s activities, but did not carry out systematic needs analysis. Their perspective was that of a provider, and as such they were mainly interested in marketing their courses, and evaluated the ‘need’ according to the number of those likely to register at specific activities.

Ordinarily, the immediate needs of the library prevailed, and librarians were advised to undertake training activities that were deemed beneficial to the organisation. Frequently, a ‘just in time’ policy was established and whenever the need arose, the library sent a librarian for training. Most of these ‘ad hoc’ solutions related to computer systems or new information technologies where the large financial investments justified the additional investment in training. Although many librarians had attended various CPD activities, it was done on a needs basis, with no systematic monitoring of the training.

**Appraisal.** In one of the large-city libraries studied, a statement in the annual appraisal form related to the continuing professional development of the employee. However, the statement was very general (‘continues to train and develop’) and in all but unusual cases, the director rated it ‘satisfactory’ or higher.

In another large city library, the newly appointed director was startled to realise that certified librarians were not expected to continue to develop professionally, and decided to take the matter in hand decisively.

‘Professional librarians are also appraised every year, but the matter of CPD is never discussed, no one pays attention to how much development has taken place…. When I saw that two of my librarians refused to go to every continuing
development activity that I suggested, I did write all this in the annual appraisal, as a general comment, and they were summoned by the head of the Human Resources Department at the City Hall'.

The idea of a career path for librarians or a framework for professional development was practically non-existent.

**Summary.** Strategic planning concerning librarians' CPD was practically non-existent in all the public libraries studied. None of the libraries had a structured long-term plan for staff development, or a systematic framework that might have facilitated the library's training needs analysis and the planning, implementation and assessment of the staff professional development. In most libraries training was reactive, rather than proactive, meeting the library's current needs more than those anticipated.

None of the agencies associated with public library and information services has developed guidelines for librarians' CPD, denoting the low priority assigned to the continuing training of professional workers.

The lack of training needs analysis and monitoring has resulted in fragmented continuing professional development, often consisting of a variety of introductory sessions with no proper follow-up. This short-term view endangers the career development of professional librarians and, at the same time, hinders the long-term investment in the human resources of libraries.

**9.3.2.2 Responsibility for staff development**

In all the libraries surveyed, the library director served as the unit's training officer. The function was considered by the majority of directors as purely administrative in nature, although there were cases in which the directors provided counselling to employees wishing to attend external CPD activities and/or were actively involved in the organisation of internal training.

**Conveying the message.** Six directors stated that they 'pushed information' about CPD opportunities as a way of showing their support for it by posting the advertisements on bulletin boards, routing flyers and discussing the various events at staff meetings. Library directors publicised mainly those activities deemed necessary to the library, as the dissemination of information was frequently interpreted as an endorsement, carrying also the expectation for material support for the participation.

Several respondents admitted that they did not like to publicise CPD activities, especially as ICL, the largest provider of CPD activities for public librarians, mailed
its programmes directly to librarians’ homes, so they did not feel as if they were withholding information.

‘I don’t really push the information about CPD opportunities. It’s the distance, and the high costs, and mostly, I feel that they ask too much money for too little content’ (town library).

‘If I know of something offered by another institution [other than ICL], there is a problem. If I’ll give them all the material from all the places that nowadays offer courses and seminars, I cannot support these activities and I will be in a hard position. I make a selection before I pass on the information’ (medium city library).

Others expected the librarians to take the initiative, supporting only ‘those really interested’.

‘I have a problem… of substitutes from the system. I knew the trip tomorrow [at the Knesset and the Supreme Court’s libraries] would be of interest to many, so I did not advertise the activity. But librarians got the programme at their home, by direct mail. Two librarians approached me and asked if they can go, and I approved. The others did not ask.’ (large city library)

**Administrative matters.** As most public libraries were units of the municipal government, the rules pertaining to public employees applied to librarians as well. The majority of municipalities appeared to have a Training Committee or a separate Training Department that reviewed employees’ requests for support and eventually approved full or partial payment for external training, based on the library director’s recommendations.

In many cases, library directors had to argue with the committee, explain to them the importance of the training for professional librarians, and lobby hard to obtain their approval for financial support.

**Planning and monitoring.** Other respondents were more active in assuming responsibility for the maintenance of a high calibre staff, and planned librarians’ continuing professional development carefully, in response to the perceived needs of the library. In two city libraries, the directors pointed out that they initiated and organised many internal training sessions, according to the library needs and they asked librarians related to the topic that they attend.

‘I am responsible. And this includes both planning and thinking and also serving as censor. Librarians don’t know always if this [the activity] is relevant, and they
ask to go. So then I tell them 'this is not really relevant, let's 'save the days' for something more relevant' (large-city library).

Monitoring of participation was sometimes conducted as a basis for establishing criteria for the support of participation in CPD.

**Training climate.** Creating a favourable climate for CPD was another manner to promote the learning of new skills and concepts. Several directors told how they used to publicise the fact that some librarians participated in CPD and thus became more professional, hoping to entice others to follow the model:

'Most of the librarians here are professionals, and they know exactly who knows what and how much', laughed the director of a large city library.

Some respondents indicated that they conveyed the support for CPD by showing interest in librarians’ progress in their studies or by showering praise upon those who participated in CPD. Several directors noted that they were very supportive of personal development courses as well, although they could not give any material help.

### 9.3.2.3 Criteria for selecting employees to participate in CPD

Library directors were asked about the criteria used for selecting employees to participate in CPD. The range of answers spanned from the congruence of the activity to librarians' work, internal logistical considerations and librarian-derived criteria.

**Relevance to work.** It appears that the leading criterion was the relevance of the proposed activity to the employee’s type of service, ‘whatever has an impact on the library service’, as expressed by the director of a regional library. All the respondents mentioned this criterion, and the majority noted it as their first or second consideration. As most libraries supported librarians’ participation in CPD they expected, of course, to benefit from the new learning in the most direct way:

'To indexing workshop, for example, I’ll send a librarian who, in my opinion, will then be capable to index our collection' (town library).

Sometimes, this criterion was used to refuse support, as one director indicated:

'First of all, relevance to the work. If someone wants Internet, but they [that branch library] don’t have Internet and I don’t believe they’ll get Internet in the next three years, then no. No chance' (large-city library).
Other respondents took a broader look, and encouraged librarians’ CPD activities even if not directly related to their library work, although the Local Authority’s Training Committee was not always sympathetic to this type of training and more often than not refused to grant municipal support.

‘I offer to librarians what’s relevant to their work, now or in the future..... Management, for those who I think might one day manage a branch, so he’ll start thinking about it’ (town library).

**Fairness.** One of the most cited criteria (by seven respondents) related to the equity principle: as funds were scarce and many librarians regarded participation in CPD as a reward (particularly attending the annual librarians’ convention), library directors were very careful to be fair and support all librarians when their turn arrived. This practice required the close monitoring of librarians’ participation in CPD.

‘It cannot be that one goes out eight times and another one never attends anything. I have an exact record of who went to what’ (medium city library).

The fairness criterion extended sometimes to include the democratic principle of participatory decision-making:

‘The selection is through elimination. They take turns, and I look to see when was the last time the librarian went. And if still there are too many left, I ask them to decide among themselves. I prefer that they participate in the decision making. They understand that there is no alternative, there just isn’t enough money for everybody’ (town library).

Monitoring librarians’ participation in CPD exposed the chronic non-participants, and at least one library director noted that she tried to influence them to apply for support and participate.

‘When I see that they have not gone for a long time... I call them, ask them why ... I try to push the ‘lazy’, and all that at the expense of the municipality’ (medium city library).

**Logistics.** A practical consideration of major importance, as noted by three respondents, touched the matter of logistics – covering for staff in training to ensure continuous service. For one director, at least, the inability to release staff was more acute than the shortage of money for training.
'The degree of difficulty in finding a replacement, that's the main problem. This year two librarians took yearlong programmes ... together sixty days off! For me it's like playing chess, because I have to check within the system whom I may move from one branch to another on that day of the week, and for the whole year! Don't forget, at the same time some employees are ill or on vacation, so this is a very time-consuming exercise for me, a real headache.... if the branch director tells me 'don't worry, we won't need a replacement from other branches, we'll manage here by ourselves', then I'm always in favour. This criterion is a practical one, and it's the strongest' (large city library).

The other two directors who brought up scheduling problems came from medium city libraries, suggesting that this problem afflicted especially larger library systems.

Other criteria. A director from a town library considered the prospect of the cascading of knowledge as an additional criterion used to select participants for external CPD activities.

Demographic characteristics of librarians appeared to be of minor importance in the selection of participants. Someone who has just begun working in the library would have a lesser chance to be sent to training, unless essential for his/her work. The director of a large city library confessed:

'another criterion which is secondary and we won't admit it, but it exists, relates to age and proximity to retirement. People who will be out of the library within a year or two, if they ask for one day, I'll release them from work, but for the convention or a course, well, I would rather pay for someone from whom the library will benefit more'.

Two respondents noted that hierarchy played a role in the decision to support CPD: branch directors and those in charge of subject divisions were encouraged more than the rest of their librarians to participate as 'the activity will benefit them and the division at the same time', in the words of a town library director.

Some of those who regarded the participation in CPD events as a reward added another criterion: satisfaction with the librarian's service record:

'If I'm pleased with an employee, if he tries personally more, then it's clear that I'll tend to approve him the activity more than to somebody who did not do anything the whole year.... They all know here that attending an external CPD activity it's like getting a prize, and you have to deserve it' (large-city library).

This director was quick to qualify this statement: 'but always the activity has to be relevant to librarians' work'. In another case, the desire to reward an employee
was stronger than the relevance principle:

'Sometimes, if I want to reward a certain librarian for his good work, I will support his participation in a seminar that interests him, that's my only way to show him my gratitude' (medium city library).

Librarians' eagerness to attend a CPD event was also a factor in the decision to favour supporting their participation, the premise being that their enthusiasm to learn new skills and concepts will benefit the library. Three library directors made reference to this criterion.

Summary. It appears that in most cases access to training was based on the congruence between the activity and the type of library service performed by the interested employee. In many libraries the training offered was reactive. A key principle related to fairness in providing library support for external training. Logistical arrangements were viewed by some large city libraries as overriding considerations.

9.3.2.4 Librarians' annual participation in CPD

The very question had an interesting effect on the directors, as they had never before thought about this matter.

The Histadrut (Israel's General Federation of Workers), which negotiates collective salaries for public employees, has obtained the right of librarians with a college degree to attend three days of training in library time every year, and have three days of training paid from their own training fund. But it seems that many library directors did not know of this policy, nor had the employees asked for its implementation.

No library director interviewed had an exact count of the days spent by librarians in CPD activities, and all the calculations were approximate. The respondents seemed to have some difficulties calculating the average amount of time spent in training, especially as some librarians attended yearlong courses on a weekly basis. Another difficulty stemmed from the misunderstanding of what constitutes CPD.

'I have a librarian who's also a certified teacher and now she gets off one day a week to upgrade her teaching diploma to senior certified teacher. Does this count?' (town library).
Four directors estimated that on average, each librarian in their library had spent four-five days in training. Two of these directors came from large city libraries, one from a medium city library and the fourth came from a regional library.

'First of all, the collective internal course I’ve organised, that’s four days for everybody. An additional day at the annual convention, that’s five days, and that’s the minimum. Some librarians have participated in four or five days of short courses, in addition.' (medium-city library).

Another director from a regional library would not venture to estimate the total number of days, but expressed her feeling that

‘they learn all the time, there is barely a week that somebody is not out of the library in a training programme’.

Town librarians seemed to have received fewer days off, assessed at two days on the average.

‘All the librarians participate in one day of the annual conference. One participated in six sessions on indexing, another one goes now to a short course in children’s literature, two went to Jerusalem to a [one day] workshop in thesaurus construction. They go, but not enough, maybe twice a year on average, that’s not enough’.

In a large-city library in a disadvantaged area, the library director estimated that on average librarians spent only one day in CPD, another one put the figure at three days on average.

The general feeling that permeated many answers was that ‘not all of them participate...some did not go to anything at all’ (town library). And the opposite view was heard as well: ‘some participate many more days, even ten days every year’ (large-city library).

Summary. No library appeared to have a specific plan of staff development, which specified how many days an employee should spend in training, be it internal or external. CPD appeared to be haphazard, left to librarians’ initiative or to the vagaries of an uncertain training budget.
9.3.2.5 Funding librarians’ CPD activities

Respondents were asked to describe how librarians’ continuing professional development was funded, how large was the training budget and what was as a percentage of the total library budget. The emphasis was on the extent to which libraries and local authorities committed resources for employees’ CPD. Bird (1986) has already determined that directly-budgeted allocation of resources aided, encouraged and allowed planned systematic training. On the other hand, reliance on indirect, hidden costs could result in random, inequitable and inefficient training.

The great majority of libraries surveyed in this study had no separate budget for CPD and most library directors could not estimate how much was spent for employees’ training. Only four respondents had a budget line dedicated to staff development, with some very low sums indicated as annual training budgets, between 2000 NIS and 5500 NIS [ca. £290-£800]. One library had the budget set at 5% of the library budget, salaries excluded. These four libraries served two medium cities and two towns. Some libraries used the ‘miscellaneous’ budget line to provide for librarians’ CPD. In several cases the respondents indicated that this allowed for a certain degree of flexibility, although the amount of money available was quite low. At the other end, a library director in a large-city library stated that she was forced to cancel her training budget for the incoming year, although in previous years she used to have a budget line for training. The non-profit organisation that managed this library has allocated less funds for the library, and the director decided that training was less important than other ‘vital’ expenses such as the book fund.

The almost standard picture obtained from the interviews shows that local authorities had a ‘general training budget’ from which funds were allocated to the various departments (including the public library) according to criteria not readily understood by library directors.

‘I have no idea how much is the [CPD] budget of the municipality or how much goes to librarians’ (large-city library).

‘the council decides, according to their budget situation at the time of the request.’ (town library).

Receiving funding for CPD from the local authority was not a simple matter. After the library director had endorsed the CPD activity, the request was forwarded to the Local Authority Training Committee which had the right to approve (or refuse) the
funds, and to decide on the amount to be allocated. Some local authorities financed a substantial portion of the costs for library and information related activities deemed imperative to the library, up to the full cost of the activity. Others were less generous and provided 50% of the cost, 'if it's directly related' (regional library) or 'either 50% of the fees or 50% of the time released', as reported by a large city library director.

Logistical arrangements prevented, at times, the director even from applying:

'It is possible to get funding from them, but it is time consuming and labour intensive and if we hear about an activity one month ahead of time, that's too late, we won't get a reply in time, so we don't bother' (medium-city library).

In other cases individual librarians were asked to pay their own fees for the activity, and then seek reimbursement. The director of a town library explained that this policy applied regarding the fees for the seminar, creating a 'real problem'. With regard to topics considered 'absolutely necessary for the library... like indexing, for example' the library used to pay the full cost of the training. The general feeling was that the training budget of the local authority was inadequate, and total reimbursement could never be assumed.

'librarians have no illusions, they know what the situation is...' (large-city library).

However, the contrary was voiced too, and several library directors felt that the library received a fair (and quite large) slice of the local authority’s training budget.

'We are big consumers of training activities compared to other municipal units. When there are 25 librarians, we have to deal all the time with training, and this is perceived as a problem. A secretary needs much less training, and the municipality is used to giving only a little' (medium-city library).

The fact that most librarians worked part-time worsened the situation, as there were many more employees to train. Two city library directors reported that their excessive spending for training resulted in complaints from the Human Resources Department at the municipality, who nevertheless paid the bills.

'I have spent all the budget of the entire department' (medium city library).

'Two months ago I went wild and really sent too many librarians to external training, and the Director of Human Resources phoned me and protested: 'you are
bombarding me ... do you realise we don't have this kind of money?' ... but he did not give me exact figures' (large city library).

Occasionally, library directors showed understanding for the precarious situation of their local authority, and tried to minimise the expenses for librarians' training.

‘when we see that the school does not have enough funds and we still don’t have multimedia in the library, well, it’s clear that we’ll have to cut some things also’ (regional library).

Libraries appealed to the local authorities mainly to secure support for librarians' attendance at external CPD activities. Caught between the allegiance to the local authority and the desire to provide librarians with necessary activities of continuing professional development, library directors recurred to ingenious (albeit not always acceptable) ways of funding training. The most widespread custom was to use part of the State allocation for acquisitions (colloquially known as ‘book vouchers’), habitually transferred to libraries by the Ministry of Culture through the Israel Centre for Libraries. The Centre used to serve in the dual capacity of administrator of the cooperative acquisitions for public libraries and as a most active provider of CPD activities for public librarians. As such, it agreed to receive vouchers in payment for CPD events, a method officially forbidden by government officials, but nevertheless practised by the majority of libraries studied.

‘if we cannot pay by vouchers we have a real problem, because until the municipality approves anything, it’s too late and the registration is closed’ (town library).

This routine applied only to activities organised by the ICL. Recently (after the interviews took place), the ICL has ceased to serve as administrator of the cooperative acquisitions and libraries cannot use this method any longer in order to fund training activities.

For certain libraries an additional way of getting funding for training was by cooperating with the MAF’AM, the Local Authority Centre’s training agency. Up to 80% of the costs were then covered by the Ministry of Interior and by the Local Authority Centre and the local authority added the rest from its own training budget. Not in all the regions was there an active MAF’AM, and the activities that could be organised with the agency were understandably limited.

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An additional system of providing training at minimum costs was through cooperation with school librarians, sharing the costs of the activity and being able to use funds from the wealthier Department of Schools.

'This year the teacher librarians asked to receive a long course on everything that teacher librarians should know, they are not professional librarians. The cost will be quite high, 12,000 NIS [ca. £1,750]. But children librarians from public libraries will also participate, at no additional cost' (medium-city library).

Joining inter-departmental training programmes of the local authority was considered another good method of obtaining training for librarians. The most recurrent activities focused on computer applications, but various management topics were also offered frequently. Some municipalities (particularly the large ones) could offer more substantial financial help for internal training than for funding external activities, and library directors took advantage of these possibilities, despite the high personal investment required.

'Last year I asked to receive a series of CPD activities for librarians, and it took one year to organise it, but they did it. I asked for something in the field of human relations, teamwork, and quality service. And this year we’ll get eight sessions of five hours each in topics I requested' (large-city library).

While a large city library director disclosed that she used to fund in-house CPD activities from the general programming budget ('from the activities’ fund, offering less storytelling programmes for children’), several other directors organised in-house seminars using internal trainers who were not paid for their instructional services.

'Most of the activities take place in the library. I teach and others teach, in their field of expertise; we prepare the material by ourselves. And that is for free. I never bring in outside trainers.' (medium-city library).

A related method of securing inexpensive internal CPD was through one-on-one learning occurring formally or informally, using librarians’ knowledge. These methods, as well as the cascading of training, were often used purposefully in order to make training more affordable.

'We have a librarian who’s a specialist in the field of databases, she has attended the ICL courses. Their activities are very expensive, so I sent only one and she taught afterwards the rest of us. That’s the most effective and efficient way. Then,
whoever needs more help, the teacher is right here, ready to help' (medium-city library).

This method was instituted on a wider, inter-library basis, by a regional supervisor for public libraries, who called upon the local professional 'think tank' for mutual assistance instead of depending on outside professional expertise, often requiring high fees and involving complicated procedures.

'We have a wonderful arrangement called 'thinking forum of library directors'. Library directors gather every month in one of the libraries, and we discuss a current concern, try to solve pressing problems. It’s announced ahead of time so that we all can prepare and collect data. In the hosting library all the librarians attend, not just the director. It’s a real learning experience, and all it costs is the cakes, and we bring them from home’ (regional library).

The ‘contribution’ method characterised other forms of continuing professional development as well. Many libraries abstained from purchasing professional literature such as literary magazines and the literary sections of the weekend newspapers, and relied on librarians to donate materials originally purchased for their private use to the library.

Officials interviewed reiterated that none of the agencies represented by them supported librarians interested in CPD, except through the scholarship for research awarded each year by the Ministry of Culture. The scholarship was dedicated particularly to research in cataloguing and bibliography, and the officials conceded that few public librarians have qualified throughout the years.

Another official of the Ministry pointed out that the policy of the Department of Libraries has been to support activities, not individual librarians, by allocating funds to ICL so that the cost of the activities would not be prohibitively high. The Israel Library Association had no budget for CPD -- neither for individual librarians nor for the subsidy of CPD activities.

Satisfaction with the existing budget. A related question attempted to determine whether library directors considered the training budget at their disposal as satisfactory or as wanting in any way. The directors were asked to say how they would like to develop their training if adequate financial resources were available. Would they have liked to support or emphasise any particular CPD activities?

Not all the directors interviewed answered this question. From among the respondents, three directors were quite satisfied with their budget. They did not feel
constrained by lack of funds, and if they did not use more CPD activities, it was because of reasons pertaining to the activities themselves. However, the majority of respondents were critical of the way the training was funded, and of the fact that they were not autonomous in deciding how to use the training budget. Lack of control prevented long-term planning, based on a systematic collection of information, and prioritisation of training needs.

‘If I could lead the process, I would do exactly what is needed here’ (medium city library).

‘If I had in my budget a line for training... I could plan’ (medium-city library).

‘The whole process is problematic and fragmented. Librarians who are interested in something ... have to wait for months for a reply, and meantime I cannot request support for another librarian who might want something else. And sometimes the reply is negative, and nobody went’ (town library).

The rapid technological developments demanded serious strategic planning to meet future needs, along with sufficient funding to ensure the training of as many librarians as possible in the new methods and skills. The strenuous bureaucratic process of application for financial support was too time consuming and tiresome and discouraged many librarians from requesting necessary funding for their continuing professional development. Several directors mentioned that simplifying the procedures and distributing the budget to the individual units (including the library) could advance the professional development of employees and ensure the library had a better workforce.

The respondents indicated also what specifically they would have liked to do if they had the necessary funds for CPD. The most-often expressed wish were the ability to organise more in-house training with outside expert trainers.

‘First of all I would build here programmes tailored to our specific needs... I would bring in lecturers and organise a course on change and management of change, but I don’t have the money’ (medium-city library).

Conducting training activities in the library could ensure the participation of more librarians, who would not necessarily have to be released from work. This highlighted another big problem, that of inadequate staffing levels which prevented the release of librarians from duties to attend training.
A respondent from a medium city library pointed out that CPD activities scheduled in their area could serve also local school librarians who were otherwise barred from participating in events taking place during the school year; in this way, the cost could be even lower.

The respondents mentioned additional targets for increased training budgets, such as supporting librarians’ education towards a higher professional certificate or funding academic studies, in whatever subjects they chose to specialise. A respondent from a town library stated wistfully, that the assurance of a suitable budget could ‘free the thinking’ and they could check various alternatives:

‘There is very little money and we cannot think about anything other than the short courses and the short-term activities organised by non profit organisations such as the ICL and the AMAL school network. But there are so many more opportunities, we never dare to look in that direction’.

Summary. Most of the libraries studied had no separate budget for librarians' CPD and relied on the training budget of the local authority, from which funds were allocated to all the municipal departments. Many library directors complained that the funding was inadequate, and librarians were perceived as unduly undertaking training, by comparison with other departments. Logistical and bureaucratic constraints affected librarians' participation in continuing professional development.

Library directors used a variety of methods to finance librarians' continuing professional development: co-operation with other units, internal training, diversion of other funds to CPD and dependence upon internal trainers.

Many respondents mentioned that they would have liked to have CPD budgets under their control, so that they could implement strategic planning and provide more extensive and proactive training.

9.3.3 Incentives to participation in continuing professional development

This section discusses the directors' perspectives on the incentives offered by libraries to professional employees to facilitate and encourage their involvement in CPD. Both facilitating conditions for the duration of the CPD activities and possible benefits accruing from completion of training are included.

Importance of CPD. Asked if they encouraged librarians to participate in CPD, only three respondents gave a strong affirmative answer. The director of a town
library asserted unmistakably: ‘yes, on a declarative level the library encourages’, while she went on to explain why in practice the encouragement was not always adequate; the director of a large-city library admitted: ‘I don’t die to send them out. May be I should encourage more participation in sporadic CPD events, but I have this real problem...’.

The director of another large-city library was certain that ‘they feel that we are interested’, although she elaborated that the support given by the municipality, according to its rules, was not sufficient.

While an official from the Ministry of Education and Culture declared that CPD was vital and the whole process of IT integration could not have taken place without it, she went on to say that the Ministry never took into consideration librarians’ CPD when granting awards and prizes to “excellent libraries”: ‘We don’t give any weight to the CPD that takes place’.

Another official reckoned that CPD was ‘important, but it also makes life more difficult’. She argued that as libraries could rarely offer promotions, librarians who had developed professionally were likely to leave, seeking better employment elsewhere,

‘Sometimes outside the profession altogether. So directors prefer sometimes that they [librarians] won’t develop, and they'll stay put’.

9.3.3.1 Facilitation of training

Libraries used primarily three methods to facilitate librarians' involvement in continuing professional development: time release, scheduling arrangements and financial support.

Time release. The overwhelming majority of the directors allowed employees to attend CPD activities in lieu of work, in library time. While many respondents were categorical (‘librarians who participate in CPD get, of course, the days off. We don’t think twice’ – regional library), others were more cautious, and distinguished between library-related CPD and general education or personal development activities:

‘I have always given them time to go to training on workdays. Even courses that the teacher-librarians take for their CPE units, I give them time off, a day here and there, but I am very careful to avoid excesses’ (town library).

This benefit was considered very significant, ‘more important than the
registration fees’ (regional library). Two respondents only conceded that they experienced difficulties in releasing librarians for CPD activities, due to extreme shortage of staff. Nevertheless, it seemed a matter of ‘common knowledge’ that librarians should receive time off, and variant arrangements were often made.

‘I add the time of the activity to their annual leave’ (medium city library).

In a medium city library, local authority regulations prevented the director from releasing librarians for CPD, and she had to treat requests for time off as any request for support. She stated that the municipality has never approved release of all the time:

‘They give 30%, 50%, and sometimes even 70%. S*** did not get any time release, so she deducted all the days that she was off from her annual vacation days; Z***, this year, they took only part of the days from her vacation time. It’s up to the municipality’.

A respondent from a large-city library calculated that in their case librarians could be released from up to 20% of their work time for internal training sessions:

‘Most of the librarians work only 50%, which in our city means 19 hours a week, and out of this they get four hours for training every week. I think that’s quite a lot, more than 20% off. One day a week they come to the library but they don’t work, they just attend the training session’.

The director of a medium city library sometimes allowed librarians to prepare their assignments for the course during work hours, ‘letting them have the most comfortable conditions, with no guilt feelings’. Another uncommon practice was found in a large city library. Librarians, most of them scheduled to work four hours a day, received compensation not only for the duration of the CPD activity, but as an encouragement,

‘I record them six hours, so they get released from work and they don’t have to invest even the transportation time.’

The respondents did not expect librarians to return to work in the afternoon, even though the activity took place in the morning. Still, many employees could not attend CPD because of conflicting time schedules. As most of the library staff was employed part time only (usually in the afternoons), many had other commitments or lacked suitable arrangements for their children in the morning.
Schedule Arrangements. One of the problems of CPD was the generation of additional workload for those employees who were not participating in CPD activities. Many organisations might refrain from allowing employees to attend CPD during work hours, in order to avoid this problem. Three library directors in the present study mentioned the assistance rendered by their libraries to employees who studied sometimes courses unrelated to the library, by re-arranging the work schedule to facilitate their participation in external training.

‘Making the arrangement to allow her absence, I don’t think it’s a small assistance’ (large city library)

‘The course in children’s literature, fourteen sessions on consecutive Friday mornings, at the Teachers’ College. Now, Friday is the busiest day here, and I could say ‘Sorry, Friday nobody leaves, but I let them go, the two of them’ (medium city library).

The director of a regional library said that sometimes the entire staff was released for a one-day activity, with one librarian working alone ‘so that others can go out and learn something new’.

Financial support. Inasmuch as releasing staff to attend CPD was mostly the director’s prerogative, providing financial support turned out to be much more difficult. The interviews disclosed numerous variations in funding librarians’ CPD. Limited budgets often resulted in stringent rules regarding which types of activities received support. Often this was the annual librarians’ convention, or CPD activities deemed substantial to the library, ordinarily short seminars or workshops and not yearlong courses. ‘When the library sends librarians to CPD, the library pays the fees’, stated the director of a medium city library. This seemed to be the rule:

‘We would send, for example, the librarian in charge of the computer system to two days of training at ICL, and the municipality will pay all or almost all the fees’ (large city library).

Several respondents echoed the words of a medium city library director who had no means to provide financial support for the annual convention (‘we don’t send employees to all kinds of expensive activities in five-star hotels’), and librarians wishing to attend had to pay themselves.

The fees were considered quite high, especially for librarians who needed overnight accommodation. Israel’s small distances encouraged the custom of buying
one or two registrations in the library’s name for the four-day conference, without accommodation, and sending every day one or two librarians to attend the conference for one day only (the popular ‘dividing of days’ practice was already described above).

Regional libraries seemed to fare worse than the municipal libraries, and all three respondents indicated that they encountered difficulties in funding librarians’ CPD.

Overall, it appeared that none of the libraries studied supported financially librarians’ academic studies (even to upgrade the existent library diploma) or various courses for personal development, although several respondents referred positively to this kind of learning, and noted the benefits derived by the library from librarians higher education acquired.

An added problem was due to the bureaucracy of the local municipality, which required information about a planned activity at a very early stage.

‘The problem is that we have to know four to six months ahead of time in order to have the request considered for support. In September, at the latest, we have to know about activities taking place in January/February, and that’s not always possible’ (town library).

9.3.3.2 Career Promotions

Several times promotions were mentioned during the discussion on library’s support for employees’ CPD, mostly in the negative sense. The director of a large city library stressed that

‘Participating in CPD does not add anything. There is no connection between education and promotions’.

Two other respondents, both from town libraries, mentioned that the organisational table of libraries was determined by the Ministry of Interior and no provisions were made for promotions, as there were very few levels of professional workers. A director of a regional library rationalised that their library was small and 'there is no real hierarchy here and no way up'. One could assume that in general, smaller libraries offered fewer opportunities for advancement within the system. The director of a large city library claimed that librarians 'have no illusions whatsoever about promotions' although the library was quite large.

Three other directors sounded more optimistic. They explained that librarians
could eventually become unit, department or branch managers.

'Sometimes I make a condition here, that if they'll learn something, they'll have the chance to get a higher-up position' (medium city library).

'I cannot add positions, but when I have to select directors of divisions, definitely, if one has studied and is knowledgeable, she stands out in the crowd, and this influences the selection process' (large city library).

9.3.3.3 Summary.

The most significant method used by libraries to encourage and facilitate librarians' training was to allow them to undertake CPD in library time; in a large city library, participants in internal training received up to 20% off. Not all libraries could guarantee this benefit, due to staff shortages and logistical obstacles. Many employees were prevented from participation in activities taking place during their off-work hours due to their other commitments.

Additional conditions offered librarians for participation in CPD included re-arrangement of work schedules and payment of fees. Providing financial aid was not a prerogative of the library director, and as such it was subject to general municipality practices and to the limits of the budget.

Career progression as a consequence of participation in CPD training was almost unheard of, as promotions were practically non-existent, except in very few large libraries where participation in CPD was considered a pre-requisite for higher positions.

9.4 Research Question 3a: Perceptions of librarians' motivations for CPD

What are the decision-makers' perceptions of librarians' reasons for participation in CPD activities?

Library directors were, overall, displeased with librarians' involvement in CPD, and only four directors felt that their staff was proficient in the new professional developments and was updating knowledge on a continuous basis. The majority of respondents differentiated between two types of staff -- those concerned about their professional competence, who found ways to acquire new skills and knowledge despite all difficulties, and the 'laggards' who were apathetic. The overriding feeling
was that librarians were not involved enough in CPD. The phrase 'Not enough' appeared very often in the reaction of directors and officials alike.

The interviews attempted to explore library directors' perceptions on librarians' reasons for participation in CPD activities and their deterrents. No responses were provided, and each interviewee was thus free to express his/her opinions and interpretations.

The majority of respondents maintained that librarians who attended CPD activities were eager to develop professionally. Many mentioned also social reasons and personal extrinsic benefits, such as pay raises and promotions. Few attributed the desire to attend CPD to reasons pertaining to professional service, organisational climate or intrinsic benefits. All these motivational factors will be discussed below.

9.4.1 Professional development

The urge to acquire new knowledge, 'to be updated', or 'to be refreshed' was mentioned by twelve respondents as the reason for librarians' participation in CPD. 'Thirst to know' was the explanation given by the director of a town library, and the director of a regional library elaborated: 'the desire to upgrade their skills, to be in tune with the times'.

Three directors cited commitment to the profession and professional pride as the prime motivators to participation in CPD activities. An official of the ICL expounded:

'They learn because they are perceived by clients as somebody who knows and learns, and they have no choice and that's a magic circle'.

9.4.2 Professional service

A director of a regional library was the only one to refer to the direct influence of the service ethos on librarians' pattern of continuing professional development: 'they develop themselves ... to give the public the best service'. Other directors did not use the term 'service' but undoubtedly meant it when they noted that librarians were 'on the front line' and 'under fire', and that they needed constant updating to perform the job adequately:

'They feel responsible for the functioning of the library, and they need to know more to be able to answer to expectations and specific requests' (town library).
9.4.3 Professional social interaction

Many respondents believed that librarians regarded participation in CPD events as an opportunity to escape daily work routine and meet colleagues from other libraries. The metaphors 'prize' and 'change of scenery' were used several times to describe the reasons librarians attended CPD:

'Some would like to go to any activity. [They] regard it as a prize; instead of another day in the library, at work' (large city library).

Library directors, who understood the benefits accrued to the library, usually sanctioned this social interaction, and concurred that the exchange of ideas was important to librarians and to the library alike:

'CPD prevents burnout' (large city library)

'They say to me 'I go just to meet other librarians' but then they tell others about us' (medium city library).

9.4.4 Personal extrinsic benefits

For the majority of library directors interviewed (including all the respondents from large cities), extrinsic factors, specifically those involved with material rewards, were the prime motivators for librarians' participation in CPD activities. Most stakeholders, from all the agencies, also upheld this opinion.

'They enquire: does this activity entitle to CPE units? If yes, they'll go. The CPE pay raise is the major incentive' (large city library).

'They are mostly interested in CPE units, although they would be ashamed to say it out loud and won't admit it. But if they discover that they have already accumulated all the units, they just cancel [their registration]' (ICL official).

Librarians' salaries were 'exceedingly low', in the words of a respondent from a regional library, and the only way to obtain a salary raise was through the accumulation of CPE units that translated automatically into a pay raise. In Israel, salaries of civil service employees increase according to their education, and remuneration is given immediately upon completion of an academic degree or a certain number of CPE units. One of the respondents sounded almost apologetic when she explained:
‘They are all after the CPE units, and that’s terrible, but they see that salary agreements are built according to education’ (large city library).

While most of the directors quite understood and assented with the reason, two of the respondents lamented this chase after CPE units:

‘Sometimes they take all kinds of things that give CPE units, ... they could devote their time to topics more directly connected to their library work, or at least in disciplines that have some connection to their work’ (Ministry official).

9.4.5 Personal intrinsic benefits

The motivation to learn new skills and concepts was often associated with the desire to specialise in a subject or in a specific professional area, which might, perhaps, facilitate a promotion within the library system. In several cases the new knowledge was related to transferable skills, useful in a different job as well:

‘Many librarians ... want a change, may be to gain an expertise they did not have before... to switch to something else, may be to start something new’ (medium city library).

Another director from a medium city library believed librarians furthered their education in the hope of advancing their careers by being promoted.

Three unique responses focused on ‘social recognition’ and ‘getting more meaning from their work’. The first answer pointed to the higher professional standing of the librarians who have continued their professional knowledge:

‘Each one looks to see what others are doing, and they judge each other’s educational ‘weight’. Professionally this added authority [and] is very important’ (large city library).

9.4.6 Organisational support

One respondent only referred specifically to the organisational climate as a motivator to participation in CPD events:

‘It cannot be that in a team one will contribute more and another one less. The atmosphere is what counts, and here it says that you should be a partner, and you should enrich yourself, so even those who would naturally stay in the margin, they are part of the whole and they also join in the general climate’ (town library).
Other directors have mentioned at different points in the interview that their libraries were 'learning organisations' and that CPD was very important to them, but they did not name organisational support as an influencing element in librarians' decision to participate in CPD activities.

9.4.7 Summary

Two opposite reasons were cited as the primary motivators of librarians to participate in CPD activities: the desire to acquire new updated professional skills, and most of all, the prospect to gain material rewards deriving from additional CPE units. Library directors assumed that librarians attended CPD events also to escape the library work routine, to socialise with other librarians and sometimes, to obtain transferable skills useful in another work context. Willingness to improve the library service was not considered as a reason for participation in CPD, except by one respondent.

9.5 Research Question 4a: Perceptions of deterrents to CPD

What are the decision-makers’ perceptions of librarians’ constraints for participation in CPD activities?

The directors interviewed explained why librarians refrained from attending CPD activities. Their explanations included personal reasons, costs, matters of inconvenience or logistics, but above all, lack of interest. The deterrents are explored below.

9.5.1 Lack of interest

The respondents suggested that some librarians were reluctant to continue their professional development because of sheer indifference. The term used very often was ‘apathy’.

At times, the fault seemed to lie with the library, as the perception that new skills were irrelevant could indeed induce librarians to neglect opportunities for professional development. Two officials interviewed (one from the Ministry, the other one a representative of the ILA) pointed to a side effect of CPD: if the librarian became more skilled but returned to the same job, performing the same tasks, work could become very frustrating and they might refrain from further training.
While several respondents acquiesced that some librarians 'just did not like to learn', some tried to explain this lack of interest on material grounds:

'They don't feel CPD will give them any material benefits, no supplement in the salary and no better position' (town library).

'No way to get promoted' was the answer given by a Ministry of Education official. An official from the Israel Centre for Libraries explained categorically: 'Burnout. They should check themselves'.

9.5.2 Costs

Many respondents estimated that librarians would not attend CPD activities because they themselves had to bear the payment of fees. As the financial situation of local authorities became more precarious, libraries found it difficult to allocate moneys for staff development, and librarians were often refused even partial funding for participation in CPD events.

'The school transmits all the time 'no money' so this translates for librarians 'you cannot participate this year in CPD'. So they don't even try' (regional library).

An official from the Ministry of Education and Culture was very understanding:

'Salaries are so low that they cannot afford to pay by themselves the costs associated'.

Several directors noted that while some librarians could not afford the fees and the related expenses, others were opposed to the payment of fees as a matter of principle. In both cases, the financial constraints formed a powerful obstacle to the pursuit of professional development.

'They say 'I don't have to pay when I get training for the library's benefit' and I say 'True, but this is also for you, for your personal benefit ... you enrich yourself. ... It's hard for me to require people to pay, I can only suggest, recommend' (medium city library).

A director from a large city library was convinced that new librarians refrained from additional training because they had not yet finished paying the loans taken
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during their basic library education. This affected negatively both the library service and the overall staff moral.

Were there librarians who would cover themselves the cost of continuing professional development? The majority of respondents thought they would. Generally, directors distinguished between LIS short courses or activities and academic courses. The prevailing opinion was that librarians were willing to pay in full the fees for ‘regular academic studies’, which were perceived as imparting general education and were conducive to an academic degree, but were more reluctant to fund library studies. They might cover the costs of a library activity only when it was not expensive or when the skills were considered transferable or pertaining to personal development.

Nevertheless, other directors claimed that librarians had paid also for library activities when the library experienced serious financial constraints.

‘Two librarians are now in a management course, and they [the municipality] did not approve the request. So they had to cover themselves all the costs, and the course is quite expensive. But they were very interested in this, professional development is very important for them personally (medium city library).

Not all the respondents were so sure: ‘To pay? Not many and not much’ (town library). Officials interviewed were also divided in this matter: a representative of the Ministry of Education believed that librarians might be willing to pay for ‘transferable skills’. A cognisant representative of ICL, at the providers’ end, was categorical:

‘If the library does not pay, they don’t usually come. Unless they really need CPE units, then they might pay for themselves, but that’s extremely rare’.

9.5.3 Logistics

There were two broad reasons given by the respondents in explanation for the librarians’ unwillingness for training: time inconvenience and distance to the centre of study.

Time. Library directors were aware that the majority of librarians, who were employed on a part-time basis, had other commitments in their ‘spare time’. Some of them held another job, others had various personal and family commitments, and found it difficult to attend CPD activities outside their regular working schedule.

‘Most of them work half time and they don’t like to go to training if it’s not on
library time'. They have other commitments or they don’t have childcare for longer hours’ (medium city library).

**Distance.** Although the study was carried out only in libraries found at a distance of no more than 100 km. from a centre of learning, several respondents noted distance and transportation difficulties as responsible for librarians’ unwillingness to train. A library director in a disadvantaged large city explained:

‘One of the obstacles is the distance from Tel Aviv. Not only in kilometres, it’s a matter of traffic and it takes more than an hour to get there’ (large city library).

Limited opportunities for professional development existed in the peripheral areas as well, however librarians preferred the activities taking place in Tel Aviv, but were put off by the long travel:

‘To travel six hours for a two-hour activity? It’s a terrible waste of time’ (Northern town library).

This reason was cited also by an official of the Israel Centre for Libraries, reaffirming the importance of this obstacle.

**9.5.4 Personal reasons**

Quite a few interviewees suggested that librarians avoided participation in CPD activities due to personal and family reasons. Most of the respondents invoked these two reasons, without detailing, but the director of a large city library identified some of the problems:

‘Either they don’t have anybody to take care of the children, or the husband is not interested’.

The advanced age of many librarians was also mentioned several times as an obstacle to involvement in external training:

‘Some are close to retirement age, and there is nothing to do’ (large city library).

‘At a certain age, some have lost the interest’ (ILA representative).

Two directors were unequivocal when they summed up, vehemently, that
personal matters, not budgetary considerations nor library-imposed constraints prevented librarians attending CPD more frequently:

'It's not the money because even when I'm willing to cover the costs they don't want to go' (large city library).

9.5.5 Activity fault
A respondent from a town library suggested that librarians consider participation in CPD according to the attractiveness of the specific activity, and when the 'interest generated by the activity is low', librarians hesitate to invest time, money and energy.

9.5.6 Summary
The respondents indicated a wide range of barriers to librarians' participation in CPD, the primary one being librarians' low interest in continuing their professional development. Possible explanations focused on the lack of suitable opportunities to apply the new skills at work and lack of career progressions as a result of CPD. Lack of financial support from the employer and logistical deterrents such as time and distance were also mentioned as important obstacles.

9.6 Research Question 6a: Evaluation of effectiveness of CPD activities

How do decision-makers within the public library community assess the effectiveness of various types of CPD offered to public librarians?

This question yielded numerous and different responses. In general, the respondents found difficulties in answering, and many commented that each mode suited some person and it was also dependent on the contents of the activity. The director of a town library highlighted 'the most important argument':

'As a director, I would choose the type of activity that is most inexpensive, in the light of the difficult situation'.

The director of a regional library was more realistic (or cynical) when she remarked:

'Every type can be 'garbage'. I have seen activities which, on paper, seemed great, but turned out to be a waste of time and money'.

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The great majority of library directors favoured workshops that compelled participants to be active and involved ample time for practice. The small size of the learning group, which characterised workshops, was regarded as another good quality of this mode.

The director of a large city library also mentioned the long-lasting effects: 'workshops are important, librarians remember them'. However, not all respondents were pleased with the workshops. A lone dissenting voice maintained that workshops were not very effective, and used them as an example of the non-committed type of continuing professional development. There were some complaints about the scarcity of workshops designed specifically for librarians.

Three respondents indicated teaching as one of the most effective methods of CPD, as '... it forces one to do prior learning' (medium city library).

Interestingly enough, more respondents appeared to favour teaching as a CPD activity than those who practised this method.

While two library directors and two officials commended the merits of structured academic studies, two others were diametrically opposed. The proponents counted the seriousness of studying and the commitment that was conducive to solid outcomes. Those opposed to this method argued that it was too theoretical, too general, it did not facilitate transfer of the concepts to the work place and the studies were very expensive. In short, they concluded, it was not the most efficient and effective types of achieving CPD.

Other types of activities indicated as effective modes were visits to other libraries, committee work and self-learning, especially reading. The director of a large city library, a great believer in self-learning, placed the responsibility on the librarian:

'If a person wants to get ahead, he'll find a way. Even shelving books in a library – some will do it mechanically, without thinking, others will look and learn as they work: about the collection, who writes what and in what subject, they'll read the blurb, the cover and learn from the most non-professional job. When I started working as a children's librarian after being a university librarian, I used to take home every day five to ten children's books to get acquainted with the authors. Nobody told me to do it'.

A representative from ILA recalled that the association has attempted in the past, albeit unsuccessfully, to have recognised as part of librarians' work conditions that one daily hour would be devoted to the reading of professional literature. The Association
has regarded this hour as the equivalent of one day every week of CPD.

The director of a large city library summed up the feeling of many others, after she considered the various types of activities: 'it's not a matter of 'either that or that'. Everything is important and has its place'.

Summary. Summing up, it seems that all the interviewees felt that professional librarians participated mainly in semi-formal activities such as conferences, short courses and workshops. Half of the libraries studied conducted visits to model libraries on a regular basis. An extensive component of the employees' continuing professional development seemed to be in-house training, structured or informal. Few librarians were involved in academic courses, some read professional literature, and practically none of them were involved in teaching, research, professional association work and committee work.

Respondents commented that the effectiveness of various types of CPD differed according to purpose, contents and audience. In general, workshops seemed to be favoured by the majority of the interviewees for their interactive, work-oriented characteristic; there were some complaints regarding the scarcity of workshops in more diverse library-related subjects.

9.7 Research Question 8a: Satisfaction with CPD provision

How satisfactory are the current provisions of CPD activities according to library stakeholders?

This chapter will present the findings from the interviews regarding the provision of CPD activities to the libraries studied, and the respondents' satisfaction with the CPD external activities currently offered to public librarians in Israel.

9.7.1 Providers of CPD activities

The libraries studied made use of CPD activities provided by various agencies. The library and local authorities (that is, the employers of public librarians) also offered a variety of CPD activities.

9.7.1.1 Libraries

Although some libraries organised CPD activities for their staff, most of them contracted the activity from an established provider, having defined their exact needs.
A few libraries tried to conduct the entire activity by themselves, from the planning stage to its implementation, including the development of a programme, the hiring of appropriate lecturers and the provision of facilities. Most of the activities taking place were one-day seminars or workshops; occasionally, a topic would be explored during several sessions.

As expected, those who organised in-house activities were libraries with a considerable staff. In smaller libraries, the director sometimes initiated training activities for public and school librarians together, in order to optimise the efficiency. Frequent involvement in CPD activities increased the expertise of the director and facilitated the process, hence the repeated use of this method by certain libraries.

A medium-city library director used to take charge of all CPD activities, regarding them as a ‘learning experience’ in which all librarians had to be involved. She assigned librarians their specific tasks and each one had to prepare and present a portion of the subject. The topics mentioned by her ranged from general education subjects to library skills. This director was very proud that in her library they had never brought outside specialists, succeeding nevertheless to acquire new knowledge in necessary areas.

9.7.1.2 Local authorities

Several parent organisations of the libraries studied organised CPD activities for their staff, librarians included. Topics frequently mentioned included computer application and various management skills. Sometimes these activities were directed to a certain level of employees, such as directors or middle management, and librarians could participate on a limited basis only. As related by a medium city library director, logistical arrangements prevented sometimes librarians from attending:

‘Last year they had some training programmes in computers, but they did not invite us because our computers were not yet connected... They had a course for department heads in personnel management, and they wanted me to go, but I could not go on that day’.

Local authorities assisted in the organisation of CPD courses designed specifically for librarians in numerous ways. Some cities had municipal instruction
centres and librarians could use the facilities or the courses offered for collective training.

'I took all the librarians to twenty hours of instruction in the subject of computers, all the librarians in the system' (medium city library).

At times, the local authority helped library directors organise their own CPD activities, and provided the necessary funding:

'Last year I asked to receive a series of activities for librarians, and it took them one year to organise it, but they finally did it. I asked something in the field of human relations - teamwork, quality service, conflict settlement - I asked for specific topics. And this coming year we'll get eight sessions of five hours each' (large city library).

Other local authorities supported financially CPD activities organised by MAF'AM, the training agency of the Local Authority Centre. The connection with libraries was relatively new, but it has gained popularity already and library directors were very pleased with the results:

'The MAF'AM, they have everything, classes and computers and all the necessary equipment... they have training budgets and they support training initiatives...I plan and organise with them the activities that are appropriate for our unit, ...subjects related to the real needs of the library' (large city library).

'they have organised a course for directors of public service units, in conjunction with Tel Aviv University Department of Labour Studies. It lasted two years, it was quite demanding but very good. When the course was over, they followed up with a series of meetings' (town library).

Altogether, twelve respondents commented on the place of the local authority in librarians' continuing professional development, but only seven reported that their local authority was involved in it in any capacity.

9.7.1.3 Schools of Library and Information Studies

The recurrent remark that was heard during the interviews was that library schools did not offer courses for CPD. Enrolling in regular library studies courses, which could be beneficial to librarians, was logistically difficult, because courses seldom fit in the work schedule of practising librarians.
9.7.1.4 Israel Centre for Libraries (ICL)

This professional provider of CPD activities for librarians generated strong reactions from the library directors interviewed, and great disparity in the responses received. While five respondents were categorical in their criticism of the Centre and stated that they refrained from using its services, six others were loyal and frequent participants in ICL’s numerous activities. Librarians in the remaining libraries attended some of the activities ‘in very specific matters’.

Two officials from ICL participated in this study and provided information beyond that which was found in the official publications of the Centre and which was detailed in Chapter 4.

The majority of activities were short courses, workshops and half-day seminars. Both conferences organised by the Centre (the library directors’ conference and the general convention) attracted many participants, more than could be accommodated. Another popular activity was the field trips to libraries and information organisations. A recurrent activity frequented by a small group of staunch supporters was the round table for the discussion of issues of interest from the professional literature. Although intended for the general professional public, it was used mainly by library directors, becoming in effect a forum for exchange of ideas.

ICL published refereed professional literature (monographs), but only when the authors came forward with their work; the Centre did not initiate or invite publications.

Many professional areas were targeted for CPD training, but they did not always take place, due to the low interest generated (which translated into low registration). Recurrent topics were: marketing and public relations, reading promotion activities, indexing, familiarity with digital resources (commonly, sessions devoted to a specific database), organisation of media and digital information, and a plethora of courses related to computers and IT, including word processing, work with various management systems, Internet and construction and maintenance of homepages. As expected, Internet courses abounded. Lately, renewed high interest was expressed for literature programmes focused on specific authors. The Centre was providing also customised training to interested libraries in topics of immediate interest, conducted at the Centre’s premises or in the library. Among the subjects mentioned were co-operation with school libraries and services to special populations.
A number of library directors expressed satisfaction with the activities conducted in the library with the assistance of ICL and admiration at their know-how in the organisation of custom-made activities:

‘They sit with us, listen to our needs, help us define them, plan with us the training, bring their lecturers, and the municipality funds the courses’ (large city library).

9.7.1.5 Other agencies

Three respondents mentioned having used computer system providers and computer schools for diverse courses in computer applications. Their high proficiency in the field compensated for their costly fees. Only one library director referred to Teldan seminars; their activities were perceived as being of very high quality, but few public libraries could afford the expensive fees for non-public library specific topics. Library managing system providers offered basic training courses in the use of their system.

A few directors mentioned that librarians took classes at Teachers’ Colleges and at the Open University ‘for enrichment and personal development’ or studied children’s literature at Teacher’s Colleges.

Three respondents felt that the best providers of CPD activities were the librarians themselves, through self-learning and discussions with peers at work. Two library directors from peripheral libraries praised the regional support groups of librarians which provided timely answers to managerial problems (in one case) and to problems in the use of computers, in another instance.

9.7.1.6 Summary

Few professional providers catered specifically to library and information services workers, and those in existence were not always satisfactory.

The respondents were disappointed at the lack of commitment of library schools to CPD. While most librarians took advantage of the activities conducted by the Israel Centre for Libraries, local initiatives seemed to gain in popularity especially because of the closer match to library needs. Local authorities included few librarians in their training programmes, particularly managerial staff; at times they supported librarians’ own CPD by providing financial support or use of municipal facilities. Individual librarians, often ex-teachers, attended courses offered by institutions of higher
9.7.2 Satisfaction with Current External CPD activities

Eleven library directors cared to express their satisfaction (or dissatisfaction) with the current opportunities for librarians' continuing professional development in external training. Except for one overly content respondent, all the others had suggestions for improvement, if not outright criticism. Remarks were made regarding the selection of topics, their relevance to current and future needs of public libraries, the level and quality of training and of trainers, as well as comments about practical arrangements, such as costs, distance and information about CPD activities.

9.7.2.1 Availability of training opportunities

There was disagreement among the respondents regarding the availability of CPD activities. Several respondents felt that there was an abundance of opportunities for continuing professional development, as expressed by a director of a large city library:

'If a librarian wants to continue to develop professionally, there should be no problem to find a suitable activity. There are lots of courses, in lots of places: colleges, private companies. Everything is flourishing'.

This opinion was upheld also by both representatives of the Israel Library Association and by a representative of the Ministry of Education and Culture. Other respondents mentioned that very often courses advertised were cancelled for lack of participants, so that in fact there were not that many activities available. Charges were levelled particularly at the Israel Centre for Libraries. This 'unreliability' caused many inconveniences, especially as library directors had to go through the tiresome bureaucratic procedures of the local authority in order to secure funding for the activity.

The ICL officials who were interviewed for this study validated directors' claim. During the first half of 1998, the Centre has offered close to 160 activities, some of them recurring events. But, as one official told, 'it was offered, but it does not necessarily mean that it materialised'. It appears that indeed many activities did not take place; the officials interviewed were not able to provide exact figures on the number of the activities carried out, but one of them conceded that 'even now we have several activities that I'm not sure we'll be able to open'. The Centre's policy was to
'open a course' after a minimum of ten participants had registered ('but we prefer to have fifteen because there are also cancellations').

The director of a regional library, otherwise quite pleased with the activities, lamented the redundancy of many courses offered which caused many to refrain from registering: 'Many courses are quite similar, and it's not always possible to get ahead.' An official of the ICL disputed this argument: for the past year the Centre has offered courses on different levels, on a continuum, so that librarians could start at any point, according to their level of knowledge, and continue as many stages as they wished. The system was implemented particularly with regard to IT topics and library management systems.

Library directors found that many activities that seemed relevant to librarians were in fact directed to other audiences and had a different perspective.

'There are lots of activities for teachers, such as research skills, reading promotion activities... These activities are not always appropriate for librarians in public libraries. Librarians are not teachers' (town library).

'S*** offers many very good courses in computer applications, but they are not intended specifically for librarians and some have found the level too high and could not keep up the pace. The trainers there are computer people, and their teaching methods are problematic' (town library).

Directors from the peripheral areas complained of the scarcity of CPD opportunities in regions distanced from Tel Aviv, and the fact that in remote regions 'variety was practically non-existent'. They called upon schools of library and information studies located in the North, the South and in Jerusalem to develop CPD activities for the benefit of the majority of librarians 'aged over forty who live far away from the centre'.

9.7.2.2 Congruence to needs

The general feeling was that many subjects offered were forward looking, in anticipation of the new technological development.

'there are many courses on Internet, and most libraries still don't have it’ (town library).

On the other hand, some felt that the activities were not always relevant to the current needs of libraries, and said that would have liked the training to be more
flexible and more responsive to the 'real needs' of particular libraries. It appears that library directors preferred in-house activities that stressed individual needs and problems.

9.7.2.3 Quality issues

The common remark was that the quality should be raised. A town library director suggested some form of monitoring by the academic community. Some suggested to raise the academic level, others told that high-level activities in which they had participated drew criticism for being too difficult. Respondents asked for focused activities, 'concrete things that you can apply immediately' in the words of a city library director who shied from theoretical learning.

The directors complained that the courses offered by library managing systems were very rudimentary and had to be supplemented by additional training. The respondents were quite pleased with the trainers employed by ICL, although, as one director remarked 'attractive names are not always a guarantee to the overall quality of the activity'.

9.7.2.4 Cost

The biggest complaint levelled against the current CPD activities was their prohibitive cost. Seven respondents, among them those who had expressed general satisfaction with the activities offered, said that activities were too expensive and bore no relation to the outcomes.

Most reproaches were targeted at the Israel Centre for Libraries:

'even for activities in our library they charge per person, by participant. That's truly exaggerated, and I don't co-operate with them any longer' (town library).

A respondent from a town library saw a connection between the economic considerations of the provider and way the courses were structured, as she explained why some activities were too short and too concentrated:

'ICL has to cover its costs, they have their own limitations. So they gave two days on TOP management system, and that was too intensive, eight hours every day with no time for practice, they did it only to lower the cost. But the outcome was not good, the course was not very effective'.
Interviews with officials of ICL revealed that the prices charged for 'inexpensive' activities, such as 'CD-ROM databases' were around 150 NIS [equivalent to ca. £24] for each day of activity; 'expensive' activities that involved networked information were offered in sessions of four to five meetings at a total cost of approximately 1,000 NIS [equivalent to ca. £150].

9.7.2.5 Lack of Information

Two library directors expressed a different complaint: much information about possible CPD activities for librarians by-passed library directors, who were unaware of the wealth of training activities offered by non-library providers.

'Public libraries receive information from the Israel Centre for Libraries, but not from places such as Bar Ilan University, Amal Pedagogical Centre and the like. I am on the school librarians’ mailing lists, so I get sometimes information from the Centre for Educational Technology, especially when new software is announced, but then I discover that they have much more to offer' (medium city library).

The new opportunities for CPD provision through MAF'AM [the training body of the Local Authority Centre] were not widely advertised either, and while happy to finally learn about their existence in her geographical area, a respondent complained about the lack of proper information.

'Yesterday I received the address of the MAF'AM in this area, and I'll contact them. I'd like to take advantage of their expertise and funding. That's exactly the problem: I did not know until yesterday that they exist' (town library).

These remarks should induce the thinking, if not the action, of the need for a clearinghouse of information regarding CPD opportunities for library and information workers.

All the officials interviewed for this study were asked about the necessity of a formal clearinghouse regarding librarians' CPD. One of the ICL representatives felt that the Centre served as a quite effective clearinghouse, as it disseminated other providers' flyers (for a fee, it should be added, as customary when advertising). The replies of the interviewees from the Ministry of Education showed great caution:

'It might be convenient, although it's not vital. The providers themselves publicise their courses, it's hard to say that librarians don't know what's available.'
Another interviewee from the Ministry of Education and Culture pondered:

"it's not easy to compile a centralised listing of all CPD provisions from various sources, it requires labour investments, but although not easy, it could be possible. But who's going to do it?"

9.7.2.6 Summary

The respondents offered many comments about the current external CPD activities, along with suggestions for improvement of the CPD process. There was disagreement regarding the availability of training opportunities. Although many events were advertised, not all of them were geared to library workers, and those which did were often cancelled for lack of participants. Respondents from peripheral areas complained of the lack of interesting activities in regions some distance from Tel Aviv and called upon schools of library and information science to offer CPD activities for the benefit of local librarians.

Generally, respondents thought that the activities anticipated the needs and prepared librarians for the immediate implementation of changes.

Although some complaints were charged at the quality of activities, no specifics were given. The majority opted for a more practical treatment of the various issues. Monitoring by the academic community was suggested as a way of imparting a higher degree of confidence in the quality of the training offered.

Much criticism was directed at the cost of activities which was perceived to be too high, bearing no relation to its quality or to outcomes. Several directors told that they avoided sending librarians to the ICL in retaliation for their high fees.

The lack of proper information regarding CPD activities was detrimental to the full exploitation of the opportunities available.

Many directors preferred to have in-house CPD activities, which better matched their individual needs. The popularity of this method testified to the high level of satisfaction generated amongst library directors.
9.8 Research Question 9a: Perceived impact of CPD

What are the decision-makers' opinions regarding the impact of librarians' CPD on the library and the library staff?

One of the questions probed in the interviews related to the transfer of training and attempted to disclose the perceived impact of professional employees' CPD on the library. What are the benefits accrued by the organisation because of the staff's continuing professional development? Are the new skills acquired in CPD transferred to the work environment? Are users more satisfied and is the service provided of higher quality? Related questions referred to the perceived impact of CPD on the employees themselves – the librarians. Are they more satisfied with their work, more motivated? Are they better professionals, more knowledgeable? And overall, is CPD considered a structured way of achieving specific organisational means, or a 'fringe benefit' designed to allow librarians time off work? The respondents' answers clustered in six categories, some positive and some negative.

9.8.1 'A Perk'

Most library directors interviewed mentioned the importance of increased staff morale as a result of participation in CPD activities.

Some emphasised that internal CPD activities provided opportunities for socialising outside the work setting, and thus increased the co-operation between staff members and facilitated identification with the employing organisation:

'An important effect is the morale of the staff; they develop 'esprit de corps' and identify more with the library' (medium-city library).

Forging professional relationships and seeing oneself as part of the professional community is considered an important element of professionalism, and has a well-known beneficial effect on the morale of the staff. One of the regional library directors interviewed highlighted this social aspect of participation in external CPD activities, echoing McCrossan's (1988) findings:

'Library directors have many connections with 'the outside', but not so the librarians, and it's very good when they too get exposure to other libraries and other librarians, especially meeting other librarians, mixing with them, even when the topic of the activity was not too good'.
Additional benefits cited related to the diminished staff burnout and the increased motivation to work.

Many directors equated attendance at external CPD activities with an award or a bonus, especially as most libraries released participating librarians from work and often paid their fees.

"[Participating in CPD] gives the feeling of recognition for work well done, and encouragement that 'I can do better' (town library).

Viewing CPD as a perk explained also the fact that many library directors had relatively few expectations from the CPD as far as its impact on library service.

9.8.2 'Agents of Change'

Library directors related CPD to innovations and changes from two angles: on the one hand, librarians returning from training were more receptive and co-operative to innovations and changes instituted by the library, and, on the other hand, librarians who had acquired new skills and approaches were the initiators of changes.

'They feel that innovations are not dumped on them from up above, but they are learned gradually and adopted gradually, when they are ready' (large-city library).

The majority of interviewees believed that libraries were receptive to changes and that employees returning from training were free to apply at work the new skills and concepts acquired in CPD.

'If the librarian has the initiative, she can apply almost anything new in our library. The question is if she is willing to try' (town library).

For example, in a large city library, a branch director became the library's webmaster and started to put the OPAC on the Web, following extensive training in information studies, funded and wholly supported by the library.

Some respondents were more circumspect and limited their statements to attempts that were made to bring changes, not necessarily successfully:

'Sometimes they apply their learning in the library, but not always' (large-city library).

Skills and knowledge associated with children's literature and reading promotion
were perceived by several interviewees as the most transferable to the library; two large-city library directors concurred that the most applicable skills were those acquired in activities that had been specifically developed in response to current needs. In this case, it seems more relevant to speak about ‘learning required skills’, rather than ‘implementing new learning’.

‘We have just networked four branches and had...training both here [in the central branch] and in every site, so that they could immediately go on and apply everything’.

‘The activity is tailored according to our immediate needs, the aim is always to facilitate implementation, so yes, we use everything we learn, but it’s planned ahead of time’.

Several directors reported that when the training took place well ahead of the implementation stage, employees complained that it was irrelevant. But the directors interviewed did not seem to regard this as a problem:

‘All this computer business, we learned and knew long before the school became computerised. We are definitely agents of change in the school. And we are perceived as agents of change’ (regional library).

‘A librarian complained that the workshop was totally irrelevant, ‘things beyond the horizon’. But I told her that lots of things that only a short while ago you thought that they won’t get into public libraries, and here they are, and we live with them and use them, because eventually everything will get to us as well’ (large-city library).

9.8.3 Quality service

Although ‘quality service’ was a term frequently used by library directors to refer to the vision of their libraries, very few directors mentioned that library service improved as a result of CPD training. Those library directors who did perceive the connection between the two were enthusiastic about:

‘Librarians are becoming more professional, and this definitely has a positive impact on the quality of their work, and on the service they render to customers’ (medium-city library).

It seemed as if most library directors did not understand that quality service was more than a fashionable theme with a specific jargon; besides awareness, quality service was demanding real new skills of library staff, to be acquired through rigorous
and continuous training. The directors interviewed did not appear to expect CPD activities to enable their staff to deliver better service and increase users’ satisfaction.

9.8.4 Cascading of knowledge

In most libraries, librarians’ CPD had a system-wide effect, as a vast cascading of knowledge took place, resulting in a more knowledgeable staff and exposing all librarians to new ideas and practices. While transfer of learning was not always organised and at least in one case an interviewee admitted that she was not aware of it, some of the ‘second-hand training’ was carefully planned:

‘I intend to send one or two librarians to learn [multimedia], and I expect them to teach afterwards the whole thing to other librarians here in the system, that’s the reason I plan to send them’ (large city library).

In another large-city library, after the annual convention, attending librarians reported in a structured way about the various sessions in which they had participated. The director felt that this was necessary ‘because sometimes there are parallel sessions and even those who went to the convention missed many events’.

In most cases, however, this ‘recycled’ learning occurred informally, often during the periodical staff meetings. Directors’ expectations from cascading differed widely: while one thought of this method as enabling librarians to be merely acquainted with the new concepts and skills, others referred to it as ‘real learning’.

‘Very important, this transfer of knowledge. One studies, then everybody knows’. (medium-city library).

9.8.5 ‘Tools’

Almost all the directors interviewed remarked that attendance at CPD activities imparted to employees new ideas, approaches, attitudes and “tools”. This term was used more than once to indicate the benefits accrued by libraries:

‘They received valuable professional tools and they returned eager to implement this’ (regional library).

Examples of this professionalisation of librarians encompassed various areas, both in the context of updating the existent knowledge and gaining new skills. Although topics connected with computers and communications were perceived as the
main areas requiring new knowledge, other professional areas were also targeted:

'The refreshing, updating of the employee, this is great both for the employee and for the library. They learn new things, and they refresh their knowledge, especially in activities connected with reading promotion. (large-city library).

'[The] training in quality service... all this is implemented. Librarians... got a new outlook, a new attitude to their work and to the rights of the clients and to the whole matter of marketing, and now they come with all kinds of ideas...' (large-city library).

9.8.6 Negative effects

One of the Ministry officials interviewed exclaimed when asked about the impact of CPD on librarians: 'They leave!' She lamented the fact that sometimes librarians in whom libraries have invested money and hope found alternative places of employment after acquiring new knowledge. The same complaint was voiced in the UK by Abbott (1994) who discussed CPD in small firms. Other directors suggested that excessive participation in CPD affected the library negatively by placing a disproportionate burden on non-participants and creating resentment and even animosity among the staff. It should be emphasised that these comments were very few and presented by the speakers themselves as examples of possible adverse effects to an otherwise positive trend.

9.8.7 Summary

CPD activities were considered an important means of achieving new skills and concepts, particularly in the field of computers. Library directors believed that through CPD librarians were exposed to innovative ideas, some of which could be introduced into their libraries. Participants in external CPD were often expected to pass on the learning to the other librarians, thus maximising the expenses of fees and time release incurred by the library.

Although the majority of library directors declared their libraries and themselves to be receptive to new ideas, some placed the responsibility for the transfer of training on the librarians themselves -- on their initiative and persistence to make use at work of the new concepts and skills acquired. Children-related library activities were cited most often as areas where implementation was possible.

Several directors devised staff development activities around planned changes; others encouraged librarians to learn specific skills in anticipation of the introduction
of new information technologies. For the great majority, however, the continuing professional development of staff was mainly reactive. For example, computer and computer-related skills were mentioned in most cases as desirable areas for CPD, usually following the advent of the new technology into the library.

The concept of a career path and the proactive attitude that anticipates future organisational needs were totally lacking. The interviews conducted made it clear that public library directors in Israel did not use CPD to advance organisational ends or to assist librarians in developing professionally.

Many directors regarded external CPD as a bonus offered to 'good employees' -- an opportunity to get out of the library and meet professional peers.

9.9 Research Question 9b: General attitudes and opinions about librarians' participation in CPD.

What are the decision-makers' attitudes and expectations of librarians' CPD?

This final section attempted to elicit from the interviewees their general perspective and overview of CPD. Issues raised related to the possibility of instituting compulsory CPD for public librarians, and to major problems and challenges perceived by the respondents in regard to librarians' CPD.

9.9.1 Mandatory vs. Voluntary CPD

Before the question was asked, the researcher explained the system of mandatory CPD required from other professionals in order to maintain their professional status, such as physicians in the US, lawyers and accountants in the UK, and judges and pilots in Israel. The interviewees were then asked for their opinion regarding the effectiveness and feasibility of a similar system for public librarians in Israel.

9.9.1.1 In favour

The first impulsive answer of the overwhelming majority of respondents was in favour of compulsory CPD for librarians. A respondent from a town library tied CPD with a commitment to better service. An ILA official thought that such a requirement might force librarians to develop in order to maintain their marketability, and overall it
would have a beneficial effect on the image of the profession as a whole. Another ILA representative believed that the advent of new information technologies made this requirement imperative.

However, on second thought, most of the interviewees were practical enough to add stipulations for implementation. The main argument in favour was that mandatory CPD would bind employers, as well as employees.

‘the employer would be, of course, obligated to support financially all staff development’ (medium city library).

Directors of regional and town libraries, as well as representatives of the Israel Library Association echoed the same reasoning, hoping to force municipalities to underwrite CPD activities. Others, including an official of the Ministry of Education and Culture, suggested that pay increases would be called for, in the form of more generous CPD pay increases and perhaps also higher salary levels. Two respondents thought wistfully that compulsory CPD might precipitate the self-retirement of those lacking the drive to develop professionally, and would impose more stringent norms of professional standards.

9.9.1.2 Objections

Library directors who disapproved of mandatory CPD advanced two broad reasons: a) practical arguments, such as insufficient budgets or inflexible Union-sanctioned hiring practices and b) ideological reasons.

Pragmatic objections. The main problem was that of penalty. Respondents stressed that as long as public librarians became tenured after a relatively short time, with no requirement that they should continue to develop professionally, it was unreasonable to impose mandatory CPD.

‘If we could fire those who don’t develop professionally, that would have been different, but they are permanent employees and you cannot ask them to do anything’ (large city library).

Other respondents were concerned about the budgetary implications of such a decision, both directly, for the payment of associated costs, and indirectly, by financing promotions, pay raises and differentiated salary levels, according to librarians’ new learning. The director of a town library even suggested some proof of
knowledge as a basis for salary increments. An official of the Ministry of Education and Culture wondered who's going to pay? As additional funding for libraries seemed unlikely, was it practical or feasible or legal to make continued employment conditional on CPD? The low salaries of public librarians precluded the demand that they themselves bear the costs.

A town library director thought that the image of librarians was not high enough to call for restrictive norms of employment especially as in Israel mandatory CPD was almost unheard of.

Another pragmatic comment referred to the contents of the continuing professional development activities, that should be better aligned with the real library needs. The director of a town library pointed to the numerous CPD opportunities that did not make a substantial contribution to library service, and expressed her concern that librarians might attend marginal activities in order to satisfy the formal requirement.

‘Organised CPD should offer proper activities which could develop the librarians professionally and personally in a gradual, systematic way’.

A problem related to the lack of an agency in charge of the administrative and professional aspects of compulsory CPD; the establishment of such an authority was considered an added expense, which in itself might preclude the implementation of the whole system.

The ideological objection was connected to the possible negative projection of librarians’ image. Many respondents stressed that the librarians themselves should take responsibility for their own continuing professional development and not do it only because they were forced to engage in formal activities.

‘This should not be an externally imposed obligation, but something that comes from within, a personal obligation. Librarians have to feel that they should upgrade themselves all the time, continuing professional development must be self-development’ (regional library).

‘To make CPD obligatory is like a confession that librarians don’t have the inner drive to continue to learn and develop. And that’s the heart of the profession’ (regional library).

An official of the Israel Centre for Libraries concurred:
'Librarians should be ashamed to admit that they ceased to renew themselves. If that happens, they should understand that they don't belong any longer to the profession".

These opinions revealed quite a romanticised image of public librarians, not always congruent with reality.

9.9.2 Challenges and Vision regarding librarians' CPD

At the end of the interview, all the respondents were asked to give their personal summation regarding the main challenges and their most far-reaching dreams regarding the continuing development of the professional staff. Often, these concepts intersected, as the vision was to overcome the problems presented as 'challenges'.

9.9.2.1 Challenges

Broadly speaking, the respondents identified six main problems: two related to the librarians themselves, one was derived from the activity and the other three 'challenges' were caused by the employing organisation or by management considerations.

**Librarian-centred problems.** Two directors considered as the gravest problem the fact that librarians lacked the necessary inner drive to further their professional education. One of the respondents, from a disadvantaged town library, was very troubled by what he perceived as librarians' 'totally deficient technological skills', which perpetuated the negative image of librarians. An official of the Ministry of Education and Culture exhorted the psychological dangers of the apocalyptic prophesies about the end of public libraries. She thought that many librarians were not prepared to invest money and intellectual energy in furthering a 'dead-end' profession.

**Activity-centred problems.** Finding appropriate activities was regarded as a major problem by three respondents. They lamented that in many cases the training did not provide adequate skills, as expected, and librarians were unable to use the new learning at work.

'There is not direct relation between CPD and real improvement at work, it does not necessarily reflect on the work' (medium city library).

These directors appeared very pragmatic (and reactive) in their view of CPD as the means to provide exact answers to existing work requirements.
Employer-centred challenges. The primary problem, as perceived by the majority of library directors, related to financial matters. Inadequate funding of CPD caused libraries to lessen the value of professionals’ continuing education. Organisations still struggling to fill positions with professionals regarded the continuing development of those who were beyond the minimum threshold as a secondary priority. The meagre funds available for professional development were often used to provide basic library education for the unqualified library staff who was employed in professional positions.

Respondents used strong phrases to describe the high cost of CPD:

‘External training is so expensive that it is prohibitive’ (medium city library)

‘The fees required are absurd’ (large city library).

Another managerial problem centred on libraries’ inability to release the staff eager to further their professional education. Indirectly, this was also a financial matter, derived mainly from the acute understaffing of public libraries.

‘There is a price that I just cannot pay: we cannot release that many and that often from work’ (medium city library).

A large-city library director saw the poor co-operation with the Israel Centre for Libraries as the main problem. The respondent blamed ICL for the anxiety experienced by directors unable to pay ‘exorbitant fees’, while, at the same time, feeling pressure to offer CPD to their staff. The solution adopted by the director interviewed has been to by-pass ICL, organising in-house CPD activities, although this exacted a very high personal price, leaving her extremely dissatisfied.

9.9.2.2 Vision

Offered the chance to fantasise about librarians’ CPD, the respondents sounded quite conservative and predictable. Their dreams had three inter-related themes: a. that librarians’ participation in CPD would be greater; b. that the range of CPD activities would be wider; and c. that the organisation’s financial situation would enable librarians’ CPD.
**Greater participation** in CPD. The first dream was the most recurrent one; it related both to the frequency of CPD attendance, and to the intensity of librarians’ desire to attend.

Regarding the frequency of CPD, respondents’ dreams went as high as ‘once a week the entire staff could study together’, as expressed by a town library director and an official of the Ministry, or as low as:

‘More often. Not every week, not even every month, but more often, so that we’ll be always up-to-date in every subject’ (medium city library).

A respondent from a large-city library prescribed her ‘ideal’ dose: organising a seminar every month for all the librarians in the system and having also funds for occasional external training.

The second theme stressing greater participation in CPD pointed to librarians’ responsibility for their professional development. A respondent from an all-female staff large-city library said:

‘My dream is that every librarian will understand that CPD is something that she is personally responsible for, and not all the other interested parties, not the employer, nor the professional organisation, but it should come out of her. This seems to be very, very basic’.

An official from the Israel Centre for Libraries brought up the subject of a career path, and wished librarians would understand what it means, and that there was an agency that might help them in this endeavour.

**Better activities.** Respondents expressed their wish for more and better activities. They longed for courses that would provide the essential updating and refreshing ‘but in a pleasant way, not just for exams’. A town library director hoped that this would bring librarians to the point ‘that they enjoy CPD’.

Two other respondents wished the activities would be more practical, using perhaps more practitioners as trainers, in order to facilitate the transfer of new knowledge to the work environment. An official from the Ministry of Education and Culture stressed that successful adaptation to all the technological changes demanded a conceptual flexibility that could be achieved only through intensive and continuous professional development.

**Adequate funding.** The ‘bottom line’, after all the dreams were told, came to the
To be able to send every librarian to studies... or enrichment' (regional library).

'...When people go to study they invest lots and lots of time, and the effort is great.. intellectual investment... at the expense of other things, so that at least I would expect employers to contribute the costs' (large city library).

9.9.2.3 Summary

The respondents were basically dissatisfied with librarians' continuing professional development. As chief reason they cited inadequate budgets which precluded libraries from supporting their staff CPD in more substantial ways. Additional problems perceived centred on librarians' lack of interest in professional development and the appropriateness of CPD activities to libraries' immediate needs.

The vision was but a corollary of the challenges overcome. The respondents wished librarians would be more enthusiastic to further their professional development, funds would be plentiful and CPD activities more suitable to current and future needs.
CHAPTER TEN
DATA ANALYSIS I – RELATIONSHIPS BETWEEN STUDY VARIABLES AND INDIVIDUAL CHARACTERISTICS

This chapter will present the descriptive findings pertaining to the relationship between various individual characteristics and the dependent variables, according to the research questions presented earlier. Not all the respondents cared to rate all the items on the various questionnaires, and the missing data were disregarded in the statistical calculations. Therefore, all the percentages below are based on the actual replies on each individual item.

10.1 Research Question 2b: Applicability of new skills

How do professional librarians rate the applicability of new skills and knowledge (acquired in CPD) to their library environment?

The respondents were asked about their opinions regarding the relevance of the new concepts and skills to their work. The frequencies and percentage of the replies agreeing with each of eight statements ('agree' – rank 4 and 'strongly agree'– rank 5) are presented in Table 10.1.

<table>
<thead>
<tr>
<th>Applicability of new skills and concepts at work</th>
<th>Frequency of Answers 4 +5 (on a 1-5 scale)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The new learning helps solving problems at work.</td>
<td>192</td>
<td>69.5</td>
</tr>
<tr>
<td>2. People's attitude to change makes it difficult to apply new learning at work.</td>
<td>74</td>
<td>26.6</td>
</tr>
<tr>
<td>3. Past experience proves it's possible to apply new knowledge.</td>
<td>188</td>
<td>68.1</td>
</tr>
<tr>
<td>4. Most of the concepts are not compatible with library realities and cannot be applied.</td>
<td>56</td>
<td>20.5</td>
</tr>
<tr>
<td>5. Lack of time to try new things prevents application of new concepts and skills.</td>
<td>78</td>
<td>33.3</td>
</tr>
<tr>
<td>6. The library encourages adoption of new technology and I will be able to apply the new learning at work.</td>
<td>151</td>
<td>67.1</td>
</tr>
<tr>
<td>7. My supervisor expects me to apply the new skills at work.</td>
<td>164</td>
<td>72.6</td>
</tr>
<tr>
<td>8. Heavy routine workloads prevent the application of new skills.</td>
<td>96</td>
<td>41.0</td>
</tr>
</tbody>
</table>

As evident from Table 10.1, most of the respondents agreed to statements 1, 3, 6 and 7, which signify that new concepts and skills may be successfully applied at work.
Over two-thirds of the respondents felt that their libraries encouraged the introduction of new technologies and methods and that they would be able to apply at work the new concepts acquired during CPD activities (statement 6).

The high agreement with item 7 about the supervisor's support for the application of innovations (72.6%) suggests a positive organisational attitude to the adoption of changes in Israel's public libraries.

Of course, one could take a different look at the same figures, and conclude that a third of the respondents have felt constrained by their organisation in the application of new concepts and skills at work (those who did not agree with these items). Many of the items were not exclusive, and so respondents could relate to all the statement in various degrees of agreement. It can be assumed that part of these respondents have agreed with the statements asserting the irrelevance of new skills in the library environment (items 2, 4, 5 and 8).

One should notice specifically that quite a large number of respondents (41 percent) have indicated that heavy routine workloads prevented them from applying new skills at work. Lack of time was the reason a third of the respondents could not apply at work the new knowledge acquired in CPD.

10.2 Research Question 2c: Differences among the respondents concerning the applicability of new skills

Are there significant differences between the factors underlying the respondents' opinions about the applicability of new concepts and skills at work, and selected variables as detailed below: a. the employing local authority (size and socio-economic status); b. library characteristics (central library or branch); c. individual variables of the respondents (demographic, professional, career aspirations, organisational characteristics, past participation in CPD)?

Factor analysis revealed two underlying applicability factors: the 'Applicability of New Skills' factor (Mean=3.93, sd=.71) and the 'Irrelevance of New Skill' factor (Mean = 2.78, sd=1.02). One should observe that the difference between the means of the factors is not very large. Nevertheless, on a five-rank scale, while the first factor's mean signified solid agreement with the statements, the second factor was on the scale between 'disagree' to 'not sure'.

No significant differences were found between the respondents according to the size of the employing local authority. However, the data suggest that those employed
in large city libraries perceived the lack of relevance of new skills higher (Mean=2.93, sd=1.00) than those employed in city libraries (Mean=2.64, sd= 1.16).

T-tests revealed significant differences between the respondents with regard to the irrelevance factor according to the socio-economic status of the employing local authority. Respondents from low socio-economic local authorities assigned higher ratings to the irrelevance factor than those from wealthier local authorities (Mean=2.97, sd=. 98 as opposed to Mean=2.65, sd=1.03; t=2.62, df=281, p<.01).

No significant differences among the respondents were manifest according to the type of the library and the respondents' age, general education preparation or years of experience.

Although one-way ANOVA tests conducted did not reveal significant differences according to the level of library education, a tendency was apparent: non-academic librarians rated the 'irrelevance of new skills' factor higher than the other librarians, namely they did not quite believe that they would be able to use the new knowledge at work.

Pearson tests found a correlation between respondents' interest in a promotion or in more administrative duties and the 'applicability' factor. The correlations were significant although weak: \( r = .13 \) (\( p < .05 \)) for those interested in promotion, and \( r = .20 \) (\( p < .001 \)) for those interested in administration. It seems that career aspirations focused within the employing library were associated with a positive outlook regarding the application of new skills and methods.

Pearson tests indicated that past participation in all types of CPD activities except the social interaction ones was related to the applicability factor (\( r = .17 \) to \( r = .27 \); \( p < .01 \)). This suggests that employees who believed that new learning might be transferable to their work environment enrolled in various development activities. Moreover, past participation in social activities and in semi-formal activities was negatively related to the irrelevance factor (\( r = -.16 \) and \( r = -.15 \)), meaning that the higher the participation, the factor received lower ratings. All these correlations were significant, although weak.

Supervisors rated the irrelevance factor lower than did the non-supervisors, as evident from \( t \)-test conducted (Mean=2.67, sd=1.04 vs. Mean=2.91, sd=1.00; \( t=1.91 \), df=278, \( p = .05 \)). Library system directors rated the 'irrelevance' factor even lower (Mean=2.47, sd=.99), stressing this trend.
No significant differences were found between the respondents according to the employment status. Nevertheless, a tendency was observed. Respondents employed full-time perceived the applicability of the new skills higher than those employed part-time, particularly those employed for less than 50% (Mean=4.07, sd = 0.66 as opposite to Mean=3.77, sd=.70, respectively).

To summarise, the applicability factor was rated higher than the irrelevance of new skills factor. Respondents employed in low socio-economic areas rated higher the irrelevance factor, whereas librarians with supervisory responsibilities rated it lower. Those interested in a promotion or a move to an administrative position rated higher the applicability factor.

Past participation in social activities was negatively correlated with the irrelevance factor while attendance in other types of CPD activities was positively correlated with the applicability factor.

10.3 Research Question 3b: Motivation to participate in CPD

How do professional librarians rate the reasons for participation in CPD activities according to the level of importance attached to each of the reasons?

In this section of the questionnaire the respondents were asked to rate on a seven-point Likert scale the relative importance attached to each of twenty-seven reasons for participation in CPD activities. Table 10.2 presents the frequencies and the percentage of the respondents who have ranked each reason ‘Important’, ‘Very important’ and ‘Most important’ (ranks 5-7).

The results demonstrated that the overwhelming majority of respondents indicated that intrinsic reasons connected with acquisition of new professional knowledge and with professional service were very important in the decision to participate in CPD activities.

The five reasons rated by most respondents as important were:

a. To keep abreast of new developments in librarianship (reason no. 3)
b. To maintain the quality of my service to the public (reason no. 1)
c. To develop new professional knowledge and skills (reason no. 12)
d. To improve my service to the public (reason no. 22)
e. To broaden my general education and skills. (reason no. 21)
All these reasons were ranked very high by more than ninety percent of the respondents. Consideration was given to ranking, but this proved difficult during the pre-test. In the following table, the grey bands indicate the five top-rated items.

Table 10.2 Ratings of the reasons for participation in CPD by level of importance (answers 5-7 = important to most important).

<table>
<thead>
<tr>
<th>Reasons for participation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>To maintain quality service to public</td>
<td>273</td>
<td>95.1</td>
</tr>
<tr>
<td>To meet my supervisor's expectations</td>
<td>190</td>
<td>67.6</td>
</tr>
<tr>
<td>To keep abreast of new developments</td>
<td>282</td>
<td>97.3</td>
</tr>
<tr>
<td>To prepare for different library employment</td>
<td>151</td>
<td>54.4</td>
</tr>
<tr>
<td>To learn from colleagues from other libraries</td>
<td>227</td>
<td>78.8</td>
</tr>
<tr>
<td>To accumulate credits towards degree</td>
<td>113</td>
<td>41.2</td>
</tr>
<tr>
<td>The library supports librarians' CPD</td>
<td>141</td>
<td>53.4</td>
</tr>
<tr>
<td>To be more creative in my service</td>
<td>252</td>
<td>88.2</td>
</tr>
<tr>
<td>There is a CPD climate in the library</td>
<td>128</td>
<td>48.9</td>
</tr>
<tr>
<td>To have knowledge demanded by work</td>
<td>264</td>
<td>92.9</td>
</tr>
<tr>
<td>To update knowledge</td>
<td>226</td>
<td>93.4</td>
</tr>
<tr>
<td>To develop new professional knowledge</td>
<td>273</td>
<td>94.8</td>
</tr>
<tr>
<td>To perform more varied library tasks</td>
<td>229</td>
<td>81.2</td>
</tr>
<tr>
<td>To improve chances of promotion</td>
<td>215</td>
<td>75.7</td>
</tr>
<tr>
<td>To better meet users' expectations</td>
<td>260</td>
<td>91.6</td>
</tr>
<tr>
<td>To be recognised as up-to-date librarian</td>
<td>227</td>
<td>79.1</td>
</tr>
<tr>
<td>To be challenged by colleagues' thinking</td>
<td>254</td>
<td>89.4</td>
</tr>
<tr>
<td>My supervisor believes CPD is important</td>
<td>139</td>
<td>51.7</td>
</tr>
<tr>
<td>To be included among decision-makers</td>
<td>171</td>
<td>61.6</td>
</tr>
<tr>
<td>To escape daily work routine</td>
<td>218</td>
<td>76.3</td>
</tr>
<tr>
<td>To broaden general education</td>
<td>273</td>
<td>93.5</td>
</tr>
<tr>
<td>To improve my service to the public</td>
<td>269</td>
<td>94.1</td>
</tr>
<tr>
<td>To learn from the interaction with leaders in the library world</td>
<td>234</td>
<td>82.6</td>
</tr>
<tr>
<td>To qualify for additional CPD pay raises.</td>
<td>221</td>
<td>76.7</td>
</tr>
<tr>
<td>To enhance my present library position</td>
<td>197</td>
<td>70.0</td>
</tr>
<tr>
<td>My supervisor encourages me to participate</td>
<td>156</td>
<td>58.2</td>
</tr>
<tr>
<td>To obtain transferable skills to other jobs.</td>
<td>167</td>
<td>58.8</td>
</tr>
</tbody>
</table>

The reasons ranked high by the least number of respondents related to the support given by the library and the direct supervisor, and to personal benefits. The five reasons were:

a. To accumulate credits toward an academic degree (reason no. 6)
b. There is a climate of CPD in the library and other librarians are engaged in CPD (reason no. 9)
c. My supervisor believes CPD is important (reason no. 18)
d. The library supports librarians' CPD (reason no. 7)
e. To prepare myself for employment in another field of librarianship (reason no. 4)
As evident from the table above (Table 10.2) less than half of the total number of respondents marked highly these reasons.

An inspection of the lowest rankings assigned (1-3, meaning ‘not at all important’, ‘not important’ and ‘usually not important’) can also be very instructive. The statements that drew most of the negative replies (above 25% of the respondents) were:

no. 6. To accumulate credits toward academic degree  N=118, 43.1%
no. 9. There is a climate of CPD in the library  N=85, 32.4%
no. 27. To obtain transferable skills  N=85, 30.0%
no. 4. To prepare for employment in another field  N=77, 27.7%
no. 18. My supervisor believes CPD is important  N=70, 26.0%
no. 26. My supervisor encourages me to participate  N=68, 25.4%
no. 7. The library supports librarians' CPD  N=67, 25.4%

It appears that organisational factors that were found in other studies (Kozlowski & Farr, 1988; Dubin, 1990; Noe & Wilk, 1993) to be most important in employees' decision to develop, did not make a great impact on public librarians in Israel.

10.4 Research Question 3c: Differences among the respondents concerning the motivation to participate in CPD.

Are there significant relationships between the factors underlying the motivational reasons identified in the study and selected variables as detailed in question 2c above?

Six underlying factors emerged through factor analysis. Their means and standard deviations were calculated, and the factors were ranked according to the degree of importance, as presented in Table 10.3.

<table>
<thead>
<tr>
<th>Participation factor</th>
<th>N</th>
<th>Mean (1-7 scale)</th>
<th>Sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development</td>
<td>294</td>
<td>6.32</td>
<td>.75</td>
</tr>
<tr>
<td>Professional service</td>
<td>295</td>
<td>6.17</td>
<td>.93</td>
</tr>
<tr>
<td>Extrinsic benefits</td>
<td>292</td>
<td>5.41</td>
<td>1.39</td>
</tr>
<tr>
<td>Professional interaction</td>
<td>292</td>
<td>5.26</td>
<td>1.11</td>
</tr>
<tr>
<td>Intrinsic benefits</td>
<td>291</td>
<td>4.71</td>
<td>1.43</td>
</tr>
<tr>
<td>Organisational support</td>
<td>291</td>
<td>4.71</td>
<td>1.34</td>
</tr>
</tbody>
</table>
The figures indicate that the respondents have rated very high all the reasons for participation in CPD activities, confirming perhaps the social desirability effect. The factors receiving the highest ratings were ‘professional development’ (Mean=6.32, sd=.75) and ‘professional service’ (Mean=6.17, sd=.93), corroborating the findings of Burgin and Smith (1991). The factors ranked the least related to direct and indirect organisational reasons (organisational and intrinsic reasons).

One-way ANOVA tests found significant differences between librarians according to the size of the employing local authority concerning five factors (all except professional development). As apparent from Table 10.4, librarians from regional libraries rated the least all the reasons for participation in CPD, while librarians employed in large city libraries rated the highest four out of six factors.

Table 10.4 Reasons to Participation in CPD activities, according to Size of Local Authority

<table>
<thead>
<tr>
<th>Participation factor</th>
<th>Up to 40,000</th>
<th>40,001-100,000</th>
<th>Above 100,000</th>
<th>Regional Council</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean (1-7)</td>
<td>Mean (1-7)</td>
<td>Mean (1-7)</td>
<td>Mean (1-7)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(sd)</td>
<td>(sd)</td>
<td>(sd)</td>
<td>(sd)</td>
<td></td>
</tr>
<tr>
<td>Organisational support</td>
<td>4.73 (1.41)</td>
<td>4.75 (1.28)</td>
<td>4.92 (1.19)</td>
<td>4.02 (1.50)</td>
<td>4.48**</td>
</tr>
<tr>
<td>Professional development</td>
<td>6.30 (.78)</td>
<td>6.29 (.76)</td>
<td>6.42 (.70)</td>
<td>6.17 (.76)</td>
<td>1.17</td>
</tr>
<tr>
<td>Professional interaction</td>
<td>5.84 (.93)</td>
<td>5.66 (1.05)</td>
<td>5.78 (1.08)</td>
<td>5.26 (1.11)</td>
<td>2.97*</td>
</tr>
<tr>
<td>Professional service</td>
<td>6.25 (.90)</td>
<td>6.21 (.86)</td>
<td>6.23 (.92)</td>
<td>5.75 (1.05)</td>
<td>3.02*</td>
</tr>
<tr>
<td>Personal intrinsic benefits</td>
<td>4.72 (1.43)</td>
<td>4.44 (1.48)</td>
<td>5.07 (1.34)</td>
<td>4.28 (1.36)</td>
<td>4.38**</td>
</tr>
<tr>
<td>Personal extrinsic benefits</td>
<td>5.34 (1.50)</td>
<td>5.42 (1.19)</td>
<td>5.74 (1.27)</td>
<td>4.62 (1.55)</td>
<td>6.38**</td>
</tr>
</tbody>
</table>

*p<.05  **p<.005

Paired-comparisons according to Scheffe showed significant differences between regional library librarians and large city librarians and between town librarians and large city librarians relative to personal intrinsic benefit factor. Concerning the organisational factor and the personal extrinsic benefits factor, the paired-comparisons according to Scheffe indicated significant differences between respondents from town...
libraries and regional council libraries, and between large city librarians and regional council librarians. In both cases the regional council librarians were significantly less motivated than the other librarians.

No significant differences were found among the respondents according to the socio-economic level of the local authority and the type of the library.

Pearson correlation tests showed a significant relationship between age and the personal intrinsic benefits factor ($r = -0.24; p = .000$). The relationship was a negative one: the more advanced the age, the less motivated were the librarians to prepare themselves for different library positions, more varied tasks or different jobs altogether. The results of the test revealed negative relationships (although not significant) with all the other motivational factors as well, signifying that with the passing of years, librarians are less and less motivated to participate in CPD activities.

The educational level of the respondents was found to be significantly related to the personal extrinsic benefits factor ($r = -0.116; p < .01$). The negative relationship indicated that respondents with lower educational levels were more motivated by reasons of personal extrinsic benefits (such as chances of promotion, recognition as a good librarian or CPE pay raises) than those with a higher education. One can assume that the more educated librarians can get promotions or recognition by virtue of their formal education, and do not regard CPD activities as adding much to their qualifications. On the other hand, librarians at lower educational levels might consider participation in CPD as conducive to benefits otherwise unavailable to them.

The one-way ANOVA test revealed also a significant difference between the respondents according to their library education, with regard to the personal intrinsic benefits factor ($F=6.12; p < .005$). Intrinsic benefits included four statements, among them accumulation of credits towards a degree and the possibility to perform more diverse library tasks. Paired-comparisons according to Scheffe revealed significant differences between certified librarians (with an undergraduate library education) and both the respondents with graduate library degrees (Mean=4.41, sd=1.50) and the non-academic respondents (Mean=4.42; sd=1.37). The certified librarians rated the intrinsic benefit factor 5.00 on the average (sd=1.38), meaning ‘important’. The results of the Pearson test revealed a moderate correlation at the .01 significance level between career aspirations and the intrinsic motivation to participate in CPD ($r = .40$); and indeed, both are related to promotions and job enrichment. Career aspirations were weakly correlated with organisational support ($r = .17$) and with
professional social interactions ($r=.18$). Additional Pearson tests that examined the relationship of each individual career path to the motivational factors showed statistically significant correlations between two career interests -- promotions and administrative duties -- with the organisational support factor ($r=.25, p<.001$, and $r=.17, p<.01$, respectively). One gets the impression that librarians interested in promotions and administrative duties have a positive attitude towards the employing library and perceive it as an organisation supportive of its employees in their professional development. The same career interests correlated significantly also with the personal extrinsic factor, suggesting perhaps that the desire to advance professionally was caused by the same expectations of material benefits evident in the reasons for participation in CPD. The correlation between promotion and personal extrinsic benefits was high ($r=.43, p=.000$), while the correlation between interest in administrative duties and the extrinsic benefits was moderate ($r=.25, p=.000$).

T-tests revealed a difference in relation to the professional development factor between respondents who had been recently active in CPD and those who had not participated in CPD opportunities during the two months prior to the survey. It seems that participants have rated higher this factor (Mean=6.41, sd=.67 as opposed to Mean=6.21, sd=.82). The difference was significant ($t=2.24, df=284, p<.05$), and might suggest that CPD activities were perceived as an effective means of acquiring new knowledge and skills.

Pearson tests showed that past participation in self-learning activities was weakly related to three motivational factors: professional interaction ($r=.19$), professional service ($r=.14$) and personal extrinsic benefits ($r=.17$). All these relationships were significant ($p<.01$). While it is quite understandable that librarians motivated to improve their service or to gain some material advantages might have undertaken self-directed learning projects, the connection between self learning and professional interaction with peers is less obvious. One explanation might be that librarians motivated by social reasons embraced self-learning as a way to be familiar with professional trends and issues and maintain their awareness of professional events. A significant difference was found among the respondents according to their employment status concerning the professional interaction factor ($F=2.93, p<.05$). It appeared that respondents employed full-time rated this factor significantly higher than part-time respondents employed in less than 50% (Mean=5.88, sd=.95 vs. Mean=5.28, sd=1.38). In general, full-time employees rated higher than part-time
employees five out of the six reasons for participation factors, indicating stronger motivation to participate in CPD activities, although the differences were not statistically significant.

*Type of library service* seemed also to affect the motivation to participate in CPD: respondents employed as computer co-ordinators and those with some management responsibilities were more motivated to participate because of professional social interaction reasons than respondents who were not employed in this types of service. The differences found were slight, but statistically significant (computer co-ordinators: Mean=6.06, sd=.73 as opposed to Mean=5.63, sd=1.11; t=-2.48, df=246, p<.05; managers: Mean=5.91, sd=1.02, vs. Mean=5.59, sd=1.05; t=-2.54, df=290, p<.05). The differences were larger when the analysis compared library system directors with all the other library staff. In this case, directors’ mean was 6.08 (sd= .78) as opposed to librarians’ mean of 5.61 (sd=1.08); t=2.95. Respondents who had some management duties were also more inclined to undertake CPD for reasons of professional development (Mean=6.46, sd=.66, as opposed to non-managers, whose mean was 6.25, sd=. 78; t=-2.23, df=292, p<.05). The same trend was evident for reasons of professional service (Mean=6.32, sd= .91 vs. Mean=6.10, sd=. 93 for non-managers; t=-2.00, df=293, p<.05).

In summary, the respondents appeared to have been motivated to participate in CPD mainly by reasons of professional development and of professional service, as indicated by their high ratings of these two factors. The factors rated as least important were the *organisational factor* and the *personal intrinsic benefits* factor.

Librarians from large city libraries were more motivated than those from regional libraries. A negative correlation was found between age and personal intrinsic benefits and between the educational level and the personal extrinsic benefits. Certified librarians rated higher than all the rest personal intrinsic benefits. Recent participants in CPD appeared more motivated by professional development reasons. Those who have participated in self-learning activities were more motivated by reasons of professional service and by personal extrinsic benefits. Full-time librarians tended to rate most of the reasons higher than did the part-timers, suggesting stronger motivation to participate in CPD activities.

Librarians with greater career aspirations, particularly those who were interested in promotions and administrative duties, showed significant correlations with personal intrinsic and extrinsic reasons and with organisational reasons, suggesting a more
positive attitude toward the organisation. Reasons of social interaction were considered very important by librarians with supervisory duties and by computer coordinators. Supervisors and library directors appeared more motivated by reasons of professional development and professional service.

10.5 Research Question 4b: Deterrents to participation in CPD

How do professional librarians rate the deterrents to participation in CPD activities according to the level of relevance attached to each deterrent?

The respondents were asked to rate the relevance of each of twenty-two possible obstacles to their participation in CPD. Table 10.5 exhibits the frequencies and the percentage of the respondents who have rated each deterrent ‘Relevant’ (5), ‘Very Relevant’ (6) and ‘Most Relevant’ (7). The top-rated are given in grey bands.

*Table 10.5 Ratings of deterrents by level of relevance (Answers 5 - 7)*

<table>
<thead>
<tr>
<th>Deterrent</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I lack the required skills</td>
<td>27</td>
<td>10.2</td>
</tr>
<tr>
<td>2. The activity takes place at an inconvenient location</td>
<td>125</td>
<td>45.3</td>
</tr>
<tr>
<td>3. Don't need more library studies</td>
<td>21</td>
<td>8.0</td>
</tr>
<tr>
<td>4. I fear it will be too hard and I won't succeed</td>
<td>10</td>
<td>3.8</td>
</tr>
<tr>
<td>5. I am not willing to give up leisure time</td>
<td>16</td>
<td>6.0</td>
</tr>
<tr>
<td>6. The activity does not seem interesting</td>
<td>136</td>
<td>50.2</td>
</tr>
<tr>
<td>7. The activity is too general, not focused</td>
<td>132</td>
<td>49.5</td>
</tr>
<tr>
<td>8. I cannot afford the related expenses (equipment, travel)</td>
<td>125</td>
<td>45.9</td>
</tr>
<tr>
<td>9. The activity is of poor quality</td>
<td>151</td>
<td>57.2</td>
</tr>
<tr>
<td>10. Participation does not confer CPD raises or academic credits</td>
<td>63</td>
<td>23.0</td>
</tr>
<tr>
<td>11. I would rather spend the time with my family</td>
<td>25</td>
<td>9.3</td>
</tr>
<tr>
<td>12. The activity does not seem useful at work</td>
<td>116</td>
<td>42.8</td>
</tr>
<tr>
<td>13. I don't know anybody who participates in this activity</td>
<td>19</td>
<td>7.3</td>
</tr>
<tr>
<td>14. The level of the activity is not appropriate for me</td>
<td>125</td>
<td>42.2</td>
</tr>
<tr>
<td>15. I cannot afford the expenses (fees, subscription)</td>
<td>133</td>
<td>48.2</td>
</tr>
<tr>
<td>16. I would rather spend the time in other projects</td>
<td>47</td>
<td>21.7</td>
</tr>
<tr>
<td>17. The library does not provide for all the expenses</td>
<td>136</td>
<td>50.2</td>
</tr>
<tr>
<td>18. The library does not release me from work</td>
<td>156</td>
<td>56.7</td>
</tr>
<tr>
<td>19. Participation in CPD will not improve salary or work conditions</td>
<td>71</td>
<td>25.7</td>
</tr>
<tr>
<td>20. Family problems</td>
<td>61</td>
<td>23.3</td>
</tr>
<tr>
<td>21. I feel too old for continuing professional development</td>
<td>22</td>
<td>8.2</td>
</tr>
<tr>
<td>22. I am busy taking care of family members (children, parents)</td>
<td>45</td>
<td>16.6</td>
</tr>
</tbody>
</table>

300
The data in the table highlight the obstacles most affecting librarians' participation in CPD. These were: lack of time release from work (deterrent no. 18), perception of the activity being of low quality (deterrent 9), or not interesting (deterrent 6), or the fact that the library did not bear all the expenses connected to CPD (deterrent 17). Over half of the respondents rated these statements relevant to most relevant. 156 respondents (56.7%) regarded the release from work as an essential condition for their participation in CPD.

The deterrents having the least impact of librarians' participation in CPD were the following:

- I fear it will be too hard (deterrent 4);
- I don't want to give up my leisure time (deterrent 5);
- I don't know anybody who participates (deterrent 13);
- I don't need to study more in the field of library and information science (deterrent 3);
- I feel too old for CPD (deterrent 21); and
- I would rather spend the time with my family (no. 11).

All of these statements, most of them related directly to the respondent and his/her family, were rated high by fewer than 10% of the respondents (nominally between ten and twenty-five librarians).

10.6 Research Question 4c: Differences among respondents concerning the perception of deterrents to CPD

Are there significant relationships between the factors identified in the study as underlying the deterrents and selected characteristics as detailed in question 2c above?

Factor analysis detected six underlying principal components. Table 10.6 presents the means and standard deviations for the deterrence factors, according to the degree of relevance to the respondents:
Table 10.6 Deterrents to participation in CPD activities – means and standard deviations

<table>
<thead>
<tr>
<th>Deterrence factor</th>
<th>N</th>
<th>Mean (on a 1-7 scale)</th>
<th>Sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Time constraints</td>
<td>275</td>
<td>4.56</td>
<td>2.23</td>
</tr>
<tr>
<td>2. Cost</td>
<td>286</td>
<td>4.31</td>
<td>1.92</td>
</tr>
<tr>
<td>3. Activity</td>
<td>280</td>
<td>4.08</td>
<td>1.58</td>
</tr>
<tr>
<td>4. Lack of benefits</td>
<td>280</td>
<td>3.01</td>
<td>1.81</td>
</tr>
<tr>
<td>5. Family problems</td>
<td>277</td>
<td>2.39</td>
<td>1.57</td>
</tr>
<tr>
<td>6. Lack of confidence</td>
<td>278</td>
<td>1.92</td>
<td>1.10</td>
</tr>
</tbody>
</table>

Table 10.6 above shows that based on the seven-point scale, three factors recorded very low ratings (entirely irrelevant to quite irrelevant): lack of confidence, family problems, and lack of benefits. The factor indicated as relevant by the majority of respondents was time constraints, followed by cost – both factors related to organisational constraints.

One-way ANOVA test revealed a significant difference among the respondents according to the size of their employing local authority with regard to the lack of benefits factor (F=3.10, p<.05). Paired comparisons according to Scheffe showed that the significance was due to the difference between librarians employed in large city libraries, who rated this factor higher than librarians working in regional libraries (Mean=3.23, sd = 1.72 as opposed to Mean=2.20, sd=1.45). In addition, city librarians (both in large and in medium cities) rated lack of confidence significantly lower than did the librarians employed in rural council libraries (F=5.37, p<.005).

No significant differences were found among respondents according to the socio-economic situation of the local authority, the type of the library or the respondents' general education level.

Pearson correlation tests revealed significant relationships between age and the lack of benefits factor (r= -16, p<.01) and between years of library experience and the lack of confidence factor ( r=.18, p<.01). Both correlations are weak. The first correlation is negative and indicates that with age, librarians perceived as less relevant deterrents such as 'lack of academic credits' or 'lack of benefits accruing from participation in the CPD activity'. On the other hand, with the passing of years and accumulation of experience, librarians appeared to be growing more apprehensive about their academic and social abilities in a new learning situation.
Significant differences among respondents also existed according to their library education with regard to the lack of confidence factor (F=3.95, p<.05). It appears that the higher the education of the respondents, the less they considered these deterrents as relevant. Paired-comparisons according to Scheffe determined that the groups responsible for the significant difference are the respondents who received their library education at the undergraduate level (Mean=1.82, sd=1.03) and those who had a non-academic preparation (Mean=2.21, sd=1.17).

The career aspirations factor was significantly correlated with lack of benefits (r= .20) and with the cost factor (r= .16). The factor was negatively correlated (but not statistically significant) with several deterrence factors, proving that librarians motivated in their career tended to be less disturbed by perceptions of the irrelevance of the activity, and less affected by personal family problems or lack of self-confidence.

Additional Pearson tests examined the relationship between individual career aspirations and the deterrence factors, and revealed several significant correlations. As expected, those interested in a promotion were less deterred by lack of confidence (r=-.24, p=.000), as it might be assumed that these were, by definition, ambitious people characterised by self-confidence. The same was true with regard to respondents interested in more administrative duties, although in this case the Pearson correlation was weaker. Respondents interested in a different library position were more deterred by lack of benefits for participation in CPD activities (r=.25) and by time constraints (r=.20). Both correlations were significant at the .001 level of confidence. It was not surprising to find out that the desire to become a library educator was negatively correlated with lack of confidence (r=-.16, p<.05), as this is one of the pre-requisites of teaching.

Other significant differences related to the past participation in CPD. T-tests showed that those who have recently been involved in CPD rated two factors lower than the non-participants: the lack of confidence factor (Mean=1.73, sd=.96 as opposed to Mean=2.11, sd=1.17; t=-2.98, df=269, p<.005) and the family problems factor (Mean=2.18, sd=1.45 vs. Mean=2.57, sd=1.69; t=-2.07, df=268, p<.05). One may assume that favourable recent experiences with CPD have lessened the respondents' feelings of inadequacy and have justified the efforts made to overcome various family-related deterrents.
Pearson tests revealed a number of significant, but weak, relationships between past participation in various types of CPD activities and several deterrent factors. Participation in social interaction activities was correlated negatively with both lack of benefits and with time constraints (r = -.19 and r = -.18, respectively; p< .01). Past participation in semi-formal activities was also negatively associated with lack of benefits (r = -.23; p< .01), suggesting that those deterred by the lack of benefits resulting from participation in CPD did not choose to participate in social interaction and semi formal types of activities.

More committed forms of professional developments -- the active involvement types and the self-learning activities -- were found to be weakly related to the activity deterrent (r = .18 and r = .17, respectively; p<.01).

<table>
<thead>
<tr>
<th>Deterrence factors</th>
<th>Non-managers Mean (1-7) sd</th>
<th>Managers Mean (1-7) sd</th>
<th>t</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of benefits</td>
<td>3.27 (1.88)</td>
<td>2.75 (1.70)</td>
<td>2.41*</td>
<td>276</td>
</tr>
<tr>
<td>Family problems</td>
<td>2.52 (1.59)</td>
<td>2.13 (1.52)</td>
<td>1.94*</td>
<td>275</td>
</tr>
<tr>
<td>Time constraints</td>
<td>5.00 (2.16)</td>
<td>4.15 (2.22)</td>
<td>3.20**</td>
<td>270</td>
</tr>
</tbody>
</table>

*p<.05  **p<.005

T-tests found additional differences between librarians according to their supervisory functions regarding three deterrence factors: lack of benefits, family problems and time constraints. All factors were ranked lower (as less relevant) by managers, as shown in Table 10.7.

Additional analyses of the ratings of library system directors (N=49-51), as opposed to the ratings of all the other librarians, showed this trend even more markedly, as illustrated by Table 10.8.
Table 10.8 Significant difference between library system directors and all the other respondents in the rating of deterrence factors.

<table>
<thead>
<tr>
<th>Deterrence factors</th>
<th>Library staff Mean (1-7)</th>
<th>Library directors Mean (1-7)</th>
<th>t</th>
<th>df</th>
<th>p&lt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of benefits</td>
<td>3.17 1.82</td>
<td>2.32 1.58</td>
<td>-3.11</td>
<td>278</td>
<td>.005</td>
</tr>
<tr>
<td>Family problems</td>
<td>2.49 1.61</td>
<td>1.91 1.31</td>
<td>-2.42</td>
<td>275</td>
<td>.05</td>
</tr>
<tr>
<td>Time constraints</td>
<td>4.85 2.11</td>
<td>3.18 2.28</td>
<td>-4.95</td>
<td>273</td>
<td>.001</td>
</tr>
</tbody>
</table>

The time constraints deterrent is apparently less critical for managers whose work is more flexible, and their lessening of the benefits deterrent might be caused by their better employment conditions. An explanation for the lower importance attached to family problems might be sought in their degree of satisfaction with the job.

Additional significant differences appeared according to the type of library service performed. Respondents employed in direct public services seemed to rate higher the time constraints deterrent (Mean=4.73, sd=2.19, as opposed to Mean=3.69, sd=2.28; t=2.89, df=273, p<.005), and those in charge of enrichment and culture activities rated higher the deterrent inappropriate activity (Mean=4.34, sd=1.50 as opposed to Mean=3.89, sd=1.62; t=2.39, df=278, p<.05).

The work schedule of public service librarians is generally very inflexible, due to the chronic understaffing of Israeli public libraries, and it was expected that their rating of the time constraints factor would be high.

Significant differences were also found among the respondents according to their employment status. Table 10.9 presents the results of the one-way ANOVA tests carried out.

Table 10.9 Deterrents to Participation in CPD activities, according to Employment Status

<table>
<thead>
<tr>
<th>Deterrence Factor</th>
<th>Full Mean</th>
<th>sd</th>
<th>50% and above Mean</th>
<th>sd</th>
<th>Up to 50% Mean</th>
<th>sd</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of benefits</td>
<td>2.73</td>
<td>1.72</td>
<td>3.10</td>
<td>1.81</td>
<td>3.96</td>
<td>2.15</td>
<td>3.15*</td>
</tr>
<tr>
<td>Time constraints</td>
<td>4.10</td>
<td>2.23</td>
<td>4.90</td>
<td>2.15</td>
<td>3.77</td>
<td>2.55</td>
<td>4.93*</td>
</tr>
<tr>
<td>Lack of confidence</td>
<td>1.80</td>
<td>0.92</td>
<td>1.91</td>
<td>1.10</td>
<td>2.81</td>
<td>1.57</td>
<td>5.37**</td>
</tr>
<tr>
<td>Activity</td>
<td>4.00</td>
<td>1.52</td>
<td>4.12</td>
<td>1.65</td>
<td>4.22</td>
<td>1.08</td>
<td>.22</td>
</tr>
<tr>
<td>Family problems</td>
<td>1.91</td>
<td>1.22</td>
<td>2.63</td>
<td>1.63</td>
<td>2.82</td>
<td>2.20</td>
<td>7.30**</td>
</tr>
<tr>
<td>Cost</td>
<td>4.37</td>
<td>1.82</td>
<td>4.30</td>
<td>2.00</td>
<td>4.30</td>
<td>1.70</td>
<td>.04</td>
</tr>
</tbody>
</table>

*p< .05  **p< .005
As evident from table 10.9, except for cost, librarians employed full-time perceived all the factors as less important than did those librarians employed part-time. Paired-comparison tests according to Scheffe disclosed significant differences between full-time librarians and those working 50% and above. These differences concerned time constraints and family problems (F=4.93, p<.05 and 7.30, p<.005, respectively) and the perception of lack of benefits. Concerning this factor, the significant difference was between full-time librarians and librarians employed less than 50% (F=3.15, p<.05).

Lack of confidence appeared to be a more significant deterrent for those working less than 50% than for all the other librarians (Mean=2.81, sd=1.57, as opposed to mean=1.80, sd=.92 in the case of the full time employees; F=5.37, p<.005).

To summarise, the respondents have indicated that the major deterrents to their participation in CPD were organisational barriers (such as lack of time release) and cost. Personal deterrents such as lack of confidence and family problems, as well as lack of benefits, appeared to be of minimal or slight relevance only.

Large city librarians and younger librarians were more deterred by lack of benefits. Lack of confidence was rated higher by experienced librarians, by non-academic librarians, and by non-participants in CPD activities. Past participants in active-involvement and self-learning types of CPD rated higher the activity factor. Respondents with higher career aspirations rated higher lack of benefits and costs; those aspiring to a different library position were more deterred by both lack of benefits and time constraints. Supervisors, and particularly library directors, rated lower the following three factors – lack of benefits, family problems and time constraints. Public service librarians rated higher the time constraint factor, and culture programmes librarians rated higher the activity factor. Full-time librarians were less deterred than the part-time employees by all the factors, particularly with regard to time constraints, family problems and the perception of lack of benefits (all significant differences).
CHAPTER 10

QuantiTative Data Analysis

10.7 Research Question 5a: Educational interest in LIS professional areas

How do professional librarians rate their degree of interest in continuing their professional development in various professional areas or skills?

In this section of the questionnaire the respondents were asked to rate on a five-point scale their degree of interest in CPD activities in each of thirty-one professional skills and competencies. Table 10.10 (overleaf) presents the frequencies and percentage of the interested and not interested responses (the two extreme replies being grouped together).

The results show that the majority of respondents were interested (and most interested) in twenty-three out of thirty-one competencies listed. It appears the respondents tended to assign high rates to most of the competencies. Nevertheless, it is obvious that some professional areas were more appealing than the others.

The five areas attracting most of the respondents were:
- Competency no. 29: Advanced information skills, using print and non-print resources (228 respondents, representing ca. 81% of those who rated this item);
- No. 17: Implementation of quality service (80%);
- No.18: Expertise in the provision of information skills instruction (79.6%);
- No. 15: Familiarity with information resources, print and electronic (79.4%);
- No. 14: Effective work with library computerised systems (78.8%)

With the exception of item 17, all the other competencies comprised an IT element. They all related to basic library practices in the public service, but incorporated the new electronic resources and the new computerised systems that were not taught until recently during basic library education. The necessity to constantly update this knowledge might have prompted such a large number of librarians to exhibit a very high degree of interest in these competencies.

Item 17 referred to quality service in public libraries, a ‘hot’ topic that has lately permeated public library and information services in Israel. Workshops, conference lectures and the professional literature have addressed this topic mainly as a theoretical issue, raising the awareness of librarians but not really providing practical guidelines concerning the implementation of the concept. During the pre-test, when the respondents were encouraged to comment on the questionnaire and its
components, item 17 drew many positive remarks regarding the need for CPD in this area.

**Table 10.10 Librarians' Degree of Interest in CPD skills – Interested and Not interested**

<table>
<thead>
<tr>
<th>CPD Skill or Professional Competency</th>
<th>% Interested and Very Interested (4 + 5)</th>
<th>% Not Interested (1) and of Little Interest (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. De-selection and preservation principles and techniques.</td>
<td>36.0 (99)</td>
<td>32.0 (88)</td>
</tr>
<tr>
<td>2. Marketing and public relations principles in the library.</td>
<td>55.9 (157)</td>
<td>18.1 (51)</td>
</tr>
<tr>
<td>3. Indexing of print and non-print resources</td>
<td>61.1 (168)</td>
<td>15.3 (42)</td>
</tr>
<tr>
<td>4. Evaluation of library services and programmes</td>
<td>49.6 (136)</td>
<td>26.2 (72)</td>
</tr>
<tr>
<td>5. Special information needs of individuals or groups.</td>
<td>62.3 (167)</td>
<td>13.0 (35)</td>
</tr>
<tr>
<td>6. Co-operation and networking with other libraries.</td>
<td>67.1 (190)</td>
<td>14.8 (42)</td>
</tr>
<tr>
<td>7. Communication with staff and users</td>
<td>63.1 (178)</td>
<td>17.4 (49)</td>
</tr>
<tr>
<td>8. Organisation of reading promotion activities.</td>
<td>56.3 (157)</td>
<td>23.3 (65)</td>
</tr>
<tr>
<td>9. Knowledge of the educational system and the curricula.</td>
<td>44.6 (124)</td>
<td>30.6 (85)</td>
</tr>
<tr>
<td>10. Developing and managing the library budget.</td>
<td>37.8 (104)</td>
<td>47.3 (130)</td>
</tr>
<tr>
<td>11. General computer applications – word processor, etc</td>
<td>69.3 (189)</td>
<td>13.2 (36)</td>
</tr>
<tr>
<td>12. Teamwork and co-operation with staff members.</td>
<td>67.1 (190)</td>
<td>11.6 (33)</td>
</tr>
<tr>
<td>13. Collection and analysis of data</td>
<td>52.0 (140)</td>
<td>21.5 (54)</td>
</tr>
<tr>
<td>14. Effective work with library systems.</td>
<td>78.8 (220)</td>
<td>11.1 (31)</td>
</tr>
<tr>
<td>15. Familiarity with information resources (print and electronic) in a variety of disciplines.</td>
<td>79.4 (217)</td>
<td>8.4 (23)</td>
</tr>
<tr>
<td>16. Building a library website and maintaining a homepage.</td>
<td>61.0 (169)</td>
<td>17.0 (47)</td>
</tr>
<tr>
<td>17. Implementation of quality service in the public library.</td>
<td>79.8 (229)</td>
<td>6.6 (19)</td>
</tr>
<tr>
<td>18. Provision of information skills instruction</td>
<td>79.6 (223)</td>
<td>9.3 (26)</td>
</tr>
<tr>
<td>19. Co-operation with other agencies to support literacy</td>
<td>50.1 (140)</td>
<td>22.9 (64)</td>
</tr>
<tr>
<td>20. Development of a strategic plan and output measures.</td>
<td>36.2 (97)</td>
<td>41.0 (110)</td>
</tr>
<tr>
<td>21. Human resource management</td>
<td>47.6 (134)</td>
<td>33.7 (95)</td>
</tr>
<tr>
<td>22. Co-operation with school librarians and with teachers.</td>
<td>59.2 (168)</td>
<td>23.2 (66)</td>
</tr>
<tr>
<td>23. Familiarity with children's and young adults' literature.</td>
<td>69.4 (197)</td>
<td>12.6 (36)</td>
</tr>
<tr>
<td>24. Organisation of digital information from Internet.</td>
<td>69.2 (191)</td>
<td>15.0 (41)</td>
</tr>
<tr>
<td>25. Collection development based on community information needs and principles of intellectual freedom.</td>
<td>73.4 (204)</td>
<td>9.3 (26)</td>
</tr>
<tr>
<td>26. Effective work with networks (including e-mail, ftp, navigation skills).</td>
<td>72.0 (206)</td>
<td>11.2 (32)</td>
</tr>
<tr>
<td>27. Developing and writing a collection development policy.</td>
<td>38.5 (105)</td>
<td>31.5 (86)</td>
</tr>
<tr>
<td>28. Selecting, and organising AV and digital resources.</td>
<td>48.7 (133)</td>
<td>25.7 (70)</td>
</tr>
<tr>
<td>29. Advanced information skills, using print and non-print resources.</td>
<td>80.9 (228)</td>
<td>6.7 (19)</td>
</tr>
<tr>
<td>30. Updating information skills: reference interviews and new basic information resources.</td>
<td>74.1 (172)</td>
<td>9.0 (21)</td>
</tr>
<tr>
<td>31. Updating cataloguing and classification principles and techniques.</td>
<td>59.4 (139)</td>
<td>23.9 (56)</td>
</tr>
</tbody>
</table>

Table 10.10 provides insights also in those areas in which the respondents were least interested. As previously observed, few respondents indicated the extreme rating
of 1 or 2 (‘not at all interested’ and ‘of little interest’), and so negative responses from a high percentage of the respondents can be construed to represent a determined objection to the topic as part of their continuing professional development.

The professional areas of least interest (above 25% of the respondents) were:

- Competency no. 10: developing and managing the library budget (130 respondents, representing 47.3% of those who rated this item, were not interested).
- No. 20: development of a strategic plan and preparation of output measures (41.0%) marked responses 1 or 2 --not interested).

Incidentally, these were the only competencies to draw more negative replies than positive ones.

- No. 21: human resource management (33.7%)
- No. 1: de-selection and preservation principles and techniques (32%)
- No. 27: developing and writing a collection development policy (31.5%).
- No. 9: understanding the educational system, the curricula and the prevailing teaching methods (30.6%).
- No. 4: evaluation of library services and programs (26.2% not interested).

It is easy to see that the majority of the competencies on the ‘least interested’ list belonged to management skills. The respondents showed no predilection (or perceived need) to participate in activities in this area, particularly in topics concerning the management of budget (37.8% very interested as opposed to 47.3% who indicated their lack of interest) and ‘development of a strategic plan’ (36.2% very interested vs. 41% uninterested).

10.8 Research Question 5b: Differences among respondents concerning their educational interest

Are there significant relationships between the educational interest factors identified in the study and selected characteristics as detailed in question 2c above?

The following analyses were based on the five principal factors underlying the list of competencies. Factors’ means and standard deviations were determined, and the factors were classified according to the level of interest generated (Table10.11).
Table 10.11 Means and Standard Deviations of Educational Interest factors

<table>
<thead>
<tr>
<th>Educational Interest Factor</th>
<th>N</th>
<th>mean (on 1-5 scale)</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. IT in Libraries Skills</td>
<td>294</td>
<td>4.04</td>
<td>.83</td>
</tr>
<tr>
<td>2. Communication Skills</td>
<td>295</td>
<td>3.97</td>
<td>.87</td>
</tr>
<tr>
<td>3. Updating Basic Skills</td>
<td>291</td>
<td>3.90</td>
<td>1.08</td>
</tr>
<tr>
<td>4. Children and School related skills</td>
<td>291</td>
<td>3.61</td>
<td>1.03</td>
</tr>
<tr>
<td>5. Management Skills</td>
<td>290</td>
<td>3.29</td>
<td>.99</td>
</tr>
</tbody>
</table>

The means of the factors indicated a high degree of interest (above 3 on a five-point scale) in most subject areas. Information technology skills and skills associated with the integration of IT in library operations generated the most interest among librarians, followed closely by communication skills and refresher/updating courses in basic library skills (means of 4.04, 3.97 and 3.90, respectively). Management skills had the lowest mean rating (Mean=3.29, sd=.99).

Various statistical tests were carried out in order to find out whether attributes of the employing local authority and library and personal, professional and organisational characteristics of the respondents were related to their degree of interest in CPD activities. One-way ANOVA tests were done to examine the differences between the respondents according to the size of the employing local authority. The results are presented in Table 10.12.

Table 10.12 Educational Interest Factors according to the Size of the local authority

<table>
<thead>
<tr>
<th>Educational Interest Factor</th>
<th>TOWN Up to 40,000</th>
<th>CITY 40,001-100,000</th>
<th>LGE. CITY Above 100,000</th>
<th>Regional Council</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>sd</td>
<td>Mean</td>
<td>sd</td>
<td>Mean</td>
</tr>
<tr>
<td>Management Skills</td>
<td>3.25</td>
<td>1.09</td>
<td>3.28</td>
<td>.94</td>
<td>3.44</td>
</tr>
<tr>
<td>IT in Libraries</td>
<td>3.99</td>
<td>.86</td>
<td>4.04</td>
<td>.80</td>
<td>4.11</td>
</tr>
<tr>
<td>Communication</td>
<td>3.99</td>
<td>.84</td>
<td>3.99</td>
<td>.85</td>
<td>4.16</td>
</tr>
<tr>
<td>Children/School</td>
<td>3.80</td>
<td>1.03</td>
<td>3.58</td>
<td>.98</td>
<td>3.65</td>
</tr>
<tr>
<td>Update Basic Skills</td>
<td>3.84</td>
<td>1.18</td>
<td>4.02</td>
<td>1.03</td>
<td>3.98</td>
</tr>
</tbody>
</table>

*p<0.05 **p<.005
As evident from the data in Table 10.12, significant differences were found between librarians concerning two factors—communication skills ($F=7.35$, $p<.005$) and children’s librarianship skills ($F=2.82$, $p<.05$). In both of these cases respondents from regional (rural) libraries showed significantly less interest than did city librarians.

Paired-comparisons tests (according to Scheffe) revealed that significant differences concerning communication skills existed between respondents from town and city libraries (Mean = 3.99 each), on one hand, and respondents from regional libraries (Mean=3.44), on the other hand. With regard to children’s librarianship skills, significant differences were found between respondents from town libraries (Mean=3.80) and those from regional libraries (Mean=3.23). In both cases, then, respondents from regional libraries rated their interest in these skills lower than the other respondents did.

Overall, librarians employed in large city libraries seemed to be more interested than the rest of librarians in CPD activities in management skills, IT applications in libraries and communication skills, perhaps demonstrating the metropolitan effect. Conversely, librarians from regional libraries showed the least interest in all the subject areas.

No significant differences were found between librarians according to the socio-economic status of the employing local authority.

The results of the t-tests conducted found significant differences between librarians employed in central libraries and librarians employed in branch libraries regarding two areas: competencies of children’s and school librarianship ($t=-2.65$, $df=277$, $p<.05$) and IT competencies ($t=2.17$, $df=279$, $p<.05$). In the first case, it appeared that branch librarians were more interested than central library librarians were in these competencies (Mean=3.99, $sd=.96$, as opposed to Mean=3.51, $sd=1.04$). On the other hand, regarding IT competencies, central library librarians indicated a keener interest than the branch librarians did (Mean = 4.08, $sd=.87$, compared to Mean=3.76, $sd=.97$). Branch librarians are in direct and continuous contact with school children, and this might explain their heightened interest in school-related professional competencies.

Pearson correlation tests revealed no significant differences among the respondents based on their general education preparation. However, significant relationships were visible between age and the interest in IT skills ($r=-.16$, $p<.01$) and between years of professional experience and interest in IT ($r=-.23$, $p=000$). Both
relationships were negative, that is the higher the age and the length of experience, the lower was the interest in competencies connected to information technologies.

The respondents appeared to differ significantly according to their library qualifications both in their interest for children’s and school librarianship skills and for IT skills, as indicated by the results of the one-way ANOVA tests and paired-comparisons according to Scheffe.

With regard to school librarianship skills, the significant difference ($F=3.16$, $p<.05$) was between graduate level librarians ($\text{Mean}=3.32$, $\text{sd}=1.15$) and non-academic librarians ($\text{Mean}=3.73$, $\text{sd}=1.04$). Although at first sight it appears that the difference was not large, it was statistically significant and it indicated that graduate-level librarians were only ‘somewhat interested’ in children’s librarianship skills, whereas the non-academic librarians declared their explicit interest in this professional area.

Concerning interest in IT skills, the significant difference was found between respondents with an undergraduate library education and those with a non-academic diploma ($M=4.13$, $\text{sd}=.77$ as opposed to $M=3.81$, $\text{sd}=.98$; $F=4.13$, $p<.05$). It appears that the higher the qualifications, the higher the interest in the new information technologies skills.

Significant moderate correlations were found between the career aspirations factor and two educational interest factors: management skills ($r=.30$) and IT skills ($r=.29$). One may assume that public librarians regarded promotions or career changes either in the form of administrative duties or in a move to libraries where a deeper understanding of information technologies was pre-supposed, such as academic or special libraries.

Another variable that was found to affect the rating of the educational interest factors was past participation in CPD activities in the two months prior to the survey. It appears that participants in CPD have rated higher than the non-participants did all the educational factors, except the updating of basic library skills. In two cases these differences were significant, as shown in table 10.13.

**Table 10.13** Significant differences between recent participants and non-participants in CPD activities

<table>
<thead>
<tr>
<th>Professional skills</th>
<th>Non-Participants in CPD</th>
<th>Participants in CPD</th>
<th>t</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>sd</td>
<td>Mean</td>
<td>sd</td>
</tr>
<tr>
<td>Management skills</td>
<td>3.11</td>
<td>.97</td>
<td>3.47</td>
<td>.97</td>
</tr>
<tr>
<td>IT skills</td>
<td>3.87</td>
<td>.96</td>
<td>4.19</td>
<td>.71</td>
</tr>
<tr>
<td>p&lt;.005</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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One may construe different interpretations of the data presented in Table 10.13: either that those disinterested in these two topic areas were not inclined to participate in CPD in general, as opposed to those interested in these dynamic (and fashionable) topics, who were more frequent participants. Or else, the results may also be read to mean that having been involved in the past in these topical areas, the respondents had a continued interest in them.

Pearson correlation tests showed a number of significant relationships between past participation in various types of CPD activities and the interest in various areas. Moderate relationships were found between participants in self-learning and active involvement learning and the degree of interest in management skills (r= .36 and r= .30, respectively; p< .01). Weaker relations, but significant, nonetheless, were found between participants in self learning and expressed interest in IT skills and communication skills (r= .25 and r= .18, respectively; p< .01). While the connection between communication skills and self-learning is unclear, IT skills are often learned and practised by librarians on their own.

Significant differences concerning management skills and basic library skills were found between librarians according to their supervisory responsibilities. The results of the t-test suggested that non-managers had a lower interest in management topics than managers (Mean= 3.04, sd = .95, in contrast to managers’ mean of 3.78, sd = .87; t=−6.46, df = 290; p< .001), confirming the common sense expectation. A related analysis of library system directors’ ratings (N=52) as opposed to all the other librarians showed even a larger discrepancy: the directors’ mean was 3.96 (sd= .80), while all the other librarians’ mean was 3.15 (sd=. 97); t=5.66, df=290, p<.001. Non-managers were more interested in updating basic library skills than those with some managerial responsibilities update (Mean = 4.02, sd=1.06 versus Mean=3.78, sd=1.10; t=1.90, df=286; p= .05). Library system directors’ mean was even lower (Mean=3.39, sd=1.04). One may assume that non-managers were practising these skills on a daily basis and thus felt more acutely the need for updating. Conversely, the more managerial responsibilities had a librarian, the farther apart he/she became from the practice of basic library and information services.

Additional differences were found according to the type of library service: respondents employed in public services had a lower interest in management skills
than all the other librarians (Mean=3.18 sd=. 98, as opposed to Mean=3.86, sd=. 85; t=4.56, df=290, p<.001). Computer co-ordinators and cultural programme librarians, on the contrary, showed a higher interest in management than other librarians. The mean for computer co-ordinators was 3.70 versus Mean=3.24 for the rest, and the mean for cultural programme librarians was 3.48, as opposed to Mean=3.16 for the rest; t=2.87 and 2.73, respectively; p<. 005. Cultural programme librarians displayed a higher interest in children's and school librarianship skills, as many programmes are directed to children and schools. (Mean=3.84, sd=. 97, as opposed to the rest of librarians, whose mean was 3.44, sd=1.03; t=3.37, df=291, p<. 001). Resource librarians were more interested in updating their basic library skills (Mean=4.01, sd=1.00) than other librarians (Mean=3.61, sd=1.22; t=2.84, df=291, p<. 005), undoubtedly because of the new computerised methods of indexing and cataloguing which have been lately introduced and popularised by library system companies.

One-way ANOVA tests and paired comparisons (Scheffe) revealed significant differences among the respondents according to their employment status. Table 10.14 brings the means and standard deviations of each educational interest factor by employment status.

Table 10.14 Educational Interest Factors according to the Employment Status

<table>
<thead>
<tr>
<th>Educational Interest Factor</th>
<th>Full-time</th>
<th>50% and above</th>
<th>Up to 50%</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management Skills</td>
<td>3.61 .98</td>
<td>3.14 .92</td>
<td>3.02 1.44</td>
<td>7.99**</td>
</tr>
<tr>
<td>IT in Libraries</td>
<td>4.18 .70</td>
<td>4.00 .83</td>
<td>3.54 1.39</td>
<td>4.13*</td>
</tr>
<tr>
<td>Communication</td>
<td>3.98 .90</td>
<td>3.98 .84</td>
<td>3.82 1.05</td>
<td>.24</td>
</tr>
<tr>
<td>Children/School</td>
<td>3.57 1.09</td>
<td>3.61 .99</td>
<td>3.86 1.15</td>
<td>.53</td>
</tr>
<tr>
<td>Update Basic Skills</td>
<td>3.88 1.05</td>
<td>3.96 1.05</td>
<td>3.22 1.48</td>
<td>2.90*</td>
</tr>
</tbody>
</table>

*p<.05  **p<.005

As manifest from the data in Table 10.14, significant differences between librarians were recorded in regard to management skills (F=7.99, p<. 005), IT skills (F=4.13, p< .05) and updating of basic skills (F=2.90, p<. 05). Paired-comparisons pinpointed the significant differences between full-time librarians and those working 50% and above, in regard to management skills (mean=3.61, sd = . 98 versus Mean=3.14, sd = .92). Concerning IT applications, the paired-comparison (Scheffe) test found a significant difference between those working full-time and the part-
time librarians employed in less than 50% (Mean=4.18, sd =.70 vs. Mean=3.54, sd =1.39). The difference between part-time librarians employed 50% and above and part-time librarians employed less than 50% was significant with regard to updating of basic skills (Mean=3.96, sd = 1.05 as opposed to Mean=3.22, sd = 1.48). In all three areas, the part-time respondents who were employed a small fraction of the full workload showed only a mild interest, or were 'somewhat interested', as it was phrased on the scale provided.

The figures in Table 10.14 also demonstrate that full-time librarians were more interested than all the other librarians in CPD activities in three areas (out of five): management skills, IT applications in libraries, and communication skills. Conversely, part-time librarians employed for less than 50% showed the least interest in CPD activities in all the areas except children librarianship competencies. This might well be caused by their working conditions, or due to the reduced range of responsibilities assigned to them. It is also possible that part-time librarians hold other jobs elsewhere and have no time (and interest) for CPD.

In summary, the great majority of respondents exhibited a high degree of interest in IT skills and updating of basic library competencies to include IT elements. Another topic that generated much interest related to methods of implementing quality service in libraries. Management skills were at the bottom of the interest list, reaffirming the findings related to career aspirations.

Several statistical tests showed large differences among the respondents according to various characteristics. It appears that large city librarians and full-time employees were more interested in all the areas, including management skills, and regional (rural) librarians and part-time workers showed less interest in all the professional topics.

Respondents employed in central libraries, as well as the younger, less experienced librarians and those holding graduate level library certificates were more interested in IT skills. Past participants in CPD activities, particularly those who have engaged in self-learning, and librarians who were more career oriented indicated a higher interest in both management and IT skills. A higher interest in management skills was indicated also by computer co-ordinators, cultural programme librarians and librarians with supervisory responsibilities, suggesting that management skills were considered relevant by those in managerial or autonomous positions. Conversely, librarians without supervisory duties were much more interested in updating basic
library skills. Branch librarians and non-academic librarians expressed an interest in topics related to school and children librarianship more than the others.

### 10.9 Research Question 6b: Interest in types of CPD activities

**How do professional librarians rate different types of CPD activities according to the degree of interest in each type?**

The respondents were asked in this segment of the questionnaire, to rate on a five-point scale their degree of interest in each of fifteen types of CPD activities. Table 10.15 shows the frequency and the percentage of the ‘interested’ (4) and ‘most interested’ (5) replies for each type of CPD activity. Grey bands indicate top-rated items.

<table>
<thead>
<tr>
<th>Type of CPD activity</th>
<th>Respondents -- Interested and most interested (4 + 5 on a 1-5 scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Short course in-house or outside the library</td>
<td>227</td>
</tr>
<tr>
<td>2. Independent reading of professional literature</td>
<td>190</td>
</tr>
<tr>
<td>3. Independent reading of literature in various job-related (non-library) topics</td>
<td>181</td>
</tr>
<tr>
<td>4. Academic course in any subject</td>
<td>135</td>
</tr>
<tr>
<td>5. Independent study at home of a job-related subject</td>
<td>117</td>
</tr>
<tr>
<td>6. Field trips to other libraries</td>
<td>239</td>
</tr>
<tr>
<td>7. Professional meeting</td>
<td>237</td>
</tr>
<tr>
<td>8. Professional conference (i.e. annual convention)</td>
<td>227</td>
</tr>
<tr>
<td>9. Conducting research or publishing in the professional literature</td>
<td>38</td>
</tr>
<tr>
<td>10. CPD course at an academic institution</td>
<td>180</td>
</tr>
<tr>
<td>11. Membership in a professional committee or work group</td>
<td>69</td>
</tr>
<tr>
<td>12. Institute/workshop on a professional topic</td>
<td>241</td>
</tr>
<tr>
<td>13. Presenting a lecture or teaching a course or conducting a workshop on a professional topic before a professional audience.</td>
<td>83</td>
</tr>
<tr>
<td>14. Participation in a usergroup or listserv on Internet</td>
<td>103</td>
</tr>
<tr>
<td>15. Independent study of a job-oriented skill.</td>
<td>82</td>
</tr>
</tbody>
</table>

As we can see from the table above, the results indicate that the respondents have expressed their highest interest in purposeful activities of short duration, such as visits to other libraries (87% of the respondents), one-day institute/workshop and
professional meetings (each rated highest by 86% of the respondents). All these activities have a distinct social component. Very high ratings (by more than 80% of the respondents) were given also to participation at conferences and short courses. Conversely, the least interest was shown to several intensely intellectual activities or activities requiring active participation. Among these activities were: conducting research and publishing (15.6%, as opposed to 60% who expressed their lack of interest), serving on a professional committee (28.1% interested as opposed to 51.2% disinterested) and teaching or presenting a lecture (32.4% interested vs. 51.2% not interested). A substantial number of respondents (35.8%) seemed opposed to studying job-related skills on their own.

A related question asked the respondents to indicate in which type of CPD activity they have been involved during the preceding two years. A comparison between past participation in various types of CPD activities and the degree of interest in the same types of activities shows many discrepancies, as presented in Table 10.16). It appears almost invariably that many respondents who have not experienced a type of activity expressed their interest in it (the only exceptions being ‘independent reading of professional and library literature’, where there was a slight decrease in the percentage of those interested).

<table>
<thead>
<tr>
<th>Types of CPD activities</th>
<th>Past Participation</th>
<th>Interested and Very interested</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Discussion groups on Internet</td>
<td>8</td>
<td>2.9</td>
</tr>
<tr>
<td>Conducting research</td>
<td>8</td>
<td>2.9</td>
</tr>
<tr>
<td>CPD academic course</td>
<td>52</td>
<td>18.9</td>
</tr>
<tr>
<td>Committee membership</td>
<td>28</td>
<td>10.6</td>
</tr>
<tr>
<td>Academic course</td>
<td>72</td>
<td>26.9</td>
</tr>
<tr>
<td>Conference</td>
<td>166</td>
<td>59.5</td>
</tr>
<tr>
<td>Short course</td>
<td>177</td>
<td>63.9</td>
</tr>
<tr>
<td>Institute/workshop</td>
<td>191</td>
<td>68.5</td>
</tr>
<tr>
<td>Professional meetings</td>
<td>197</td>
<td>70.6</td>
</tr>
<tr>
<td>Fieldtrips to other libraries</td>
<td>202</td>
<td>71.6</td>
</tr>
</tbody>
</table>

The most striking difference concerns the use of the Internet. Although it appears that this was not a widespread medium of communication among public librarians, with only eight respondents indicating that they have used discussion groups for professional exchanges, almost half of the respondents expressed a high interest in this
newer type of activity. Incidentally, almost the same number of respondents indicated their lack of interest in this activity. In Israel, the Internet is a fairly popular topic, and although many librarians have not experienced it, they seemed at least interested to try.

Eight respondents only have undertaken research in library and information topics over the past two years, possibly in conjunction with academic courses for a higher degree. It was heartening to discover that a much larger number of respondents (although representing a small percentage of the sample) would like to get involved in this type of activity.

Two-thirds of the respondents (180, representing 69.2%) declared their interest in attending 'academic courses designed specifically for the continuing professional development of librarians'. This figure was at odds with the number of those who had actually participated in such courses (52 respondents, 18.9% of the sample). This should be understandable, since only one school of library and information science (the Hebrew University at Jerusalem) offers special courses for CPD. Bar Ilan University and Beit Berl College advertise some of their advanced library and ICT courses to the library community, but the courses are not necessarily concentrated into one day, so that working librarians find it sometimes difficult to attend.

Few respondents (28, 10.6%) had participated in the past in committee work, a rather expected result, since this practice is not popular in the Israeli libraries. It was illuminating to learn that a much larger number of respondents (69, representing 28% of the respondents) would like to engage in this type of professional activity and participate more actively in planning and decision-making in library and information matters.

Although many librarians who had not experienced a certain type of CPD activity expressed high interest in it, as we have seen above, respondents who did experience an activity gave it higher ratings (significant at the .001 level of confidence) than those who did not, as indicated by the results in Table 10.17:
Table 10.17 Significant differences in the degree of interest in CPD activities between past participants and non-participants in the activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mean (Past)</th>
<th>Mean (Non)</th>
<th>sd (Past)</th>
<th>sd (Non)</th>
<th>t</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading of lit in non-library topics</td>
<td>3.07</td>
<td>3.03</td>
<td>1.01</td>
<td>1.45</td>
<td>-9.05</td>
<td>222</td>
</tr>
<tr>
<td>Academic course in any subject</td>
<td>4.34</td>
<td>4.35</td>
<td>.78</td>
<td>.95</td>
<td>-6.80</td>
<td>225</td>
</tr>
<tr>
<td>Independent study of job-related subject</td>
<td>4.17</td>
<td>4.17</td>
<td>.83</td>
<td>.95</td>
<td>-11.50</td>
<td>238</td>
</tr>
<tr>
<td>Professional meetings</td>
<td>4.55</td>
<td>4.55</td>
<td>.66</td>
<td>.78</td>
<td>-3.91</td>
<td>257</td>
</tr>
<tr>
<td>Professional conference</td>
<td>4.42</td>
<td>4.42</td>
<td>.78</td>
<td>.95</td>
<td>-3.84</td>
<td>260</td>
</tr>
<tr>
<td>Research /publishing</td>
<td>5.00</td>
<td>5.00</td>
<td>.00</td>
<td>.00</td>
<td>-6.25</td>
<td>228</td>
</tr>
<tr>
<td>CPD course at academic institution</td>
<td>4.49</td>
<td>4.49</td>
<td>.72</td>
<td>.83</td>
<td>-3.41</td>
<td>242</td>
</tr>
<tr>
<td>Membership in a library committee</td>
<td>4.12</td>
<td>4.12</td>
<td>.95</td>
<td>.95</td>
<td>-6.34</td>
<td>269</td>
</tr>
<tr>
<td>Teaching a professional course/ workshop</td>
<td>3.97</td>
<td>3.97</td>
<td>1.18</td>
<td>1.18</td>
<td>-9.60</td>
<td>239</td>
</tr>
<tr>
<td>Participation in a usergroup or listserv on Internet.</td>
<td>4.29</td>
<td>4.29</td>
<td>.95</td>
<td>.95</td>
<td>-3.64*</td>
<td>238</td>
</tr>
<tr>
<td>Independent study of a job-oriented skill.</td>
<td>3.99</td>
<td>3.99</td>
<td>1.18</td>
<td>1.18</td>
<td>-8.95</td>
<td>201</td>
</tr>
</tbody>
</table>

*p<.01; all the rest: p<.001

As manifest from the table above, experience with a mode of delivery seemed to heighten the interest in the same format. Particularly noteworthy was the interest generated by research, where all those who had been involved in this activity in the past gave it the highest rating (Mean=5.0), compared to an average rating of 2.18 from those not familiar with this kind of professional activity. Very large differences were noted also in connection to participation in discussion groups (Mean=4.29 as opposed to Mean=2.93) and concerning memberships in library committees (Mean 4.12 vs. 2.41 for those had not been exposed to this kind of activity). One may assume that lack of acquaintance with a certain format in a professional context, be it fairly ordinary, such as reading professional literature, generated indifference towards the activity.

Although it is understood that not everybody would succeed in teaching, nor be interested in this type of activity, it was heartening to see that those who had some experience in teaching or conducting workshops have indicated their high interest this field (Mean=3.97). In Israel one hears frequent complains about the lack of library educators, and one can only wonder whether any effort has been made to tap the resources existent in public libraries.
10.10 **Research Question 6c: Differences among respondents concerning their interest in CPD activities**

Are there significant relationships between the factors identified in the study as underlying the types of CPD activities and selected characteristics as detailed in question 2c above?

Factor analysis has revealed four principal underlying factors for the types of CPD activities listed. Factor means and standard deviations were determined, and the factors were classified according to the level of interest generated (Table 10.18).

**Table 10.18 Types of CPD activities – means and standard deviations**

<table>
<thead>
<tr>
<th>CPD activities</th>
<th>N</th>
<th>Mean (on a 1-5 scale)</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Social interaction</td>
<td>288</td>
<td>4.43</td>
<td>.62</td>
</tr>
<tr>
<td>2. Semi-formal activities</td>
<td>289</td>
<td>4.17</td>
<td>.76</td>
</tr>
<tr>
<td>3. Self-directed activities</td>
<td>288</td>
<td>3.65</td>
<td>.96</td>
</tr>
<tr>
<td>4. Active involvement</td>
<td>270</td>
<td>2.84</td>
<td>1.08</td>
</tr>
</tbody>
</table>

The means of the factors attested to a very high degree of interest in social interaction activities (that is, field trips to other libraries, professional meetings and institutes/workshops), replicating the findings on the individual activities. A high degree of interest was expressed also for semi-formal activities (short courses, conferences and CPD courses in academic institutions), suggesting that the respondents relied heavily on the interactive learning approach, undoubtedly because of its wide availability. **Self-directed and active involvement activities generated only a mild interest among the respondents.** Public librarians seemed to prefer structured events that were not too demanding, but allowed them to mingle with colleagues, raise their awareness of new ideas, and expose them to essential new professional knowledge and skills.

No significant differences were found among respondents according to the size or the socio-economic level of the employing local authority, nor according to the type of library. These results are in contrast with Stone’s (1969) findings that librarians employed in larger libraries and larger communities participated less in CPD activities, supposedly because of the close colleague associations available.

Pearson correlations showed significant, even though weak, negative relationships...
between the age of the respondents and the interest in both *active-involvement* opportunities \((r=-.23, p<.001)\) and *self-directed* CPD activities \((r=-.16, p<.001)\). It looks like the interest in these types of learning, both of which demand high discipline and intellectual investment, fades away with the age, confirming Goulding & Kerslake's (1996) results.

A significant relationship appeared also between the length of library experience and the interest in *semi-formal* events \((r=-.21, p<.001)\). The relationship was also negative; that is, the more experienced librarians were less interested than the beginner librarians were in attending conferences or short courses. In general, there seemed to be a negative correlation (not necessarily significant) between interest in all types of CPD activities and both age and years of experience, the only exceptions being the interest in *social activities* which did not seem to be affected by age.

*Educational level* was not found to affect the interest in types of CPD.

One-way ANOVA test found a significant difference between the respondents with regard to active involvement activities according to their *library education* \((F=7.45, p=.0007)\). Paired-comparisons according to Sheffe showed highly significant differences between those respondents who have completed only a technical (non-academic) programme (Mean=2.45, sd=1.06) and those respondents who have earned their library education in an academic setting (both at the graduate and at the undergraduate level). Among the respondents, librarians with a college degree indicated higher ratings for the active involvement CPD activities: Mean =3.12, sd=1.02 in the case of the graduate level librarians, and Mean =2.92, sd=1.06 among the undergraduate librarians.

It appears that the higher the initial *library education*, the more attracted were the respondents toward higher level activities of professional development. Among these 'active involvement' opportunities were included: membership in committees, conducting workshops, writing for publication and belonging to discussion groups. This is consistent with Kozlowski & Farr's (1988) finding that higher educated professionals strove to maintain their competence through updating.

The examination of the *career aspirations* factor versus interest in CPD activities showed a moderate correlation with activities perceived as highly demanding \((r=.40, p<.01)\).

T-tests showed significant differences between those respondents who had recently *participated* in CPD activities and those who had not in regard to three out of
four types of activities: the active involvement opportunities, the semi-formal activities and the self-directed learning. In all the cases, past participants rated their interest in these CPD activities significantly higher. This finding supports Ray (1981) and Yang et al.'s (1994) conclusions that past participation was a very good predictor of future participation in CPD. Table 10.19 presents these results:

<table>
<thead>
<tr>
<th>Type of CPD activity</th>
<th>Non-participants in CPD</th>
<th>Participants in CPD</th>
<th>t</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>sd</td>
<td>Mean</td>
<td>sd</td>
</tr>
<tr>
<td>active involvement</td>
<td>2.61</td>
<td>1.10</td>
<td>3.05</td>
<td>1.01</td>
</tr>
<tr>
<td>semi formal</td>
<td>4.00</td>
<td>.88</td>
<td>4.34</td>
<td>.59</td>
</tr>
<tr>
<td>self directed learning</td>
<td>3.51</td>
<td>1.00</td>
<td>3.77</td>
<td>.90</td>
</tr>
</tbody>
</table>

Table 10.19 Significant differences between respondents according to past participation in CPD activities

Pearson correlation tests indicated that past participation in various types of activities had many significant relationships with interest in types of CPD opportunities. High correlations were found between past participation in self-learning and continued interest in this type of CPD ($r= .59; p<.01$), and between past participation in active involvement activities and continued interest in the same ($r= .53; p<.01$). A moderate relationship appeared between self-learners and interest in active involvement activities ($r= .39$).

The respondents' type of library service brought about several significant differences in their degree of interest in various CPD activities. Computer coordinators and librarians with some managerial responsibilities seemed more interested in active involvement CPD opportunities than the rest of librarians (Mean 3.18, sd=.96 for the computer librarians, as opposed to Mean=2.76, sd=1.08 for the rest; $t=2.21$, df=225, $p<.05$; and for managers, Mean=3.12, sd=1.10, as opposed to Mean=2.70, sd=1.04, for the non-managers; $t=3.07$, df=268, $p<.005$). Library system directors were significantly more interested than all the other librarians in all types of activities, particularly in the active involvement types (Mean=3.39, sd=1.04, as opposed to Mean=2.72, sd=1.05; $t=3.98$, df=268, $p<.001$). Previous research, particularly Noe & Wilk (1993), also reported that managers participated more than junior staff in CPD. The result of the current study applies their conclusion to another
professional field, contributing to its generalisation.

Additional statistical analyses conducted failed to reveal significant differences among the respondents according to their employment status, but a definite trend could be seen: those employed full-time tended to be more interested in most types of activities than part-time employees, especially those working less than 50%. This is consistent with Shagam's (1987) and Goulding & Kerslake (1996) findings.

In summary, the respondents showed a high degree of interest in social and semi-formal types of activities. Self-directed and active involvement activities were of mild interest only.

It appears that librarians with higher-level library qualifications were more interested in active involvement activities, as were the younger librarians. Beginning librarians were more interested in semi-formal activities. Past participation in CPD activities seems to heighten the interest in further participation in all types of activities, except the social interaction ones. Younger librarians were more inclined than the rest to be involved in self-directed learning.

10.11 Research question 7a: Attribution of responsibility for CPD

How do professional librarians attribute the responsibility for CPD among the various interested stakeholders?

The perception of the respondents in regard to the degree of responsibility for CPD was examined through the rating of eight agencies, including the local authority, schools of library and information studies, professional associations and the librarians themselves, as illustrated by Table 10.20:

<table>
<thead>
<tr>
<th>Agency</th>
<th>Mean (on a 1-5 scale)</th>
<th>(sd)</th>
<th>Most Responsible and Responsible (1+2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employing library</td>
<td>4.40 (.86)</td>
<td>85.5</td>
<td>208</td>
</tr>
<tr>
<td>Librarians themselves</td>
<td>4.26 (.97)</td>
<td>81.3</td>
<td>196</td>
</tr>
<tr>
<td>Professional bodies</td>
<td>4.11 (1.01)</td>
<td>79.1</td>
<td>186</td>
</tr>
<tr>
<td>Schools of LIS</td>
<td>4.12 (1.16)</td>
<td>73.6</td>
<td>173</td>
</tr>
<tr>
<td>Ministry of Education</td>
<td>3.68 (1.31)</td>
<td>61.3</td>
<td>141</td>
</tr>
<tr>
<td>Local authorities</td>
<td>3.60 (1.33)</td>
<td>59.6</td>
<td>140</td>
</tr>
<tr>
<td>Israeli Library Association</td>
<td>3.63 (1.27)</td>
<td>57.4</td>
<td>132</td>
</tr>
<tr>
<td>Commercial providers</td>
<td>2.73 (1.26)</td>
<td>29.9</td>
<td>64</td>
</tr>
</tbody>
</table>
The results of the survey showed that the great majority attributed the responsibility for librarians' CPD to four parties, as presented in Table 10.20. Most of the respondents believed that the employing library and the librarians themselves bore major responsibility for librarians' CPD. Professional providers of CPD activities such as professional bodies and the schools of LIS were the next ones to be held responsible, apparently for offering CPD activities. The high rating assigned to the responsibility of the librarians shows that the respondents were aware of the professional obligation to learn constantly and upgrade one's professional knowledge and skills. The low rating of the Israeli Library Association reflects the minimal activity of the organisation in recent years. The respondents perceived the Ministry of Education as more responsible for their CPD than the employing local authority, probably because of the precarious financial situation of most local authorities that might have left few illusions regarding their ability to support librarians' CPD.

10.12 Research Question 7b: Differences among respondents concerning the attribution of responsibility for CPD

Are there significant relationships between librarians' attribution of responsibility for CPD, and selected characteristics as detailed in question 2c above?

One-way ANOVA test and paired-comparisons according to Scheffe showed a significant difference between respondents according to the size of the local authority with regard to the role of the Israeli Library Association. While respondents from large city libraries held the Association to be responsible for librarians' CPD (Mean=3.89, sd=1.15), librarians from regional (rural) libraries were more flexible in their attribution of responsibility ('somewhat responsible', Mean=3.10, sd=1.45; F=3.32, p<.05). One may assume that large city librarians were more familiar with the Association and its activists and expected more of them.

T-tests found no significant differences between the assignment of responsibilities and the socio-economic situation of the employing local authority, but the overall picture suggested that respondents from high socio-economic regions tended to assign more responsibility to the local authority and to the Library Association. Respondents from low socio-economic areas assigned less responsibility to all the agencies, except the Ministry of Education, whom they held more
responsible than the other respondents did. This rating might express librarians' expectations of assistance from the national agency, in response to the inadequate funding from the local authority.

In an examination of the respondents' opinions according to the type of their employing library (central/main library or branch library) it appeared that branch librarians invariably attributed more responsibility than the central librarians did to all the agencies. In the case of the schools of library and information studies this difference was significant (Mean=4.52, sd=. 85, for the branch librarians, as opposed to Mean=4.04, sd=1.20 for the central library respondents; t=-2.00, df=221, p<.05).

Pearson correlation tests showed a significant (although low) relationship between the educational level and the attribution of responsibility for CPD to the librarians themselves (r = .21, p<.01), namely, the higher the educational level, the higher the feeling of personal responsibility for librarians' own professional development. This conclusion may indicate that a longer education contributes indeed to the commitment to lifelong professional learning, a definite added value of schooling.

Another t-test examined the relationship between attribution of responsibility and current participation in CPD activities. It appears that respondents who have been recently involved in CPD assigned more responsibility both to the local authority and to the Ministry of Education and Culture, as compared to those who have not been involved in CPD (see Table 10.21). The differences were significant. As these two agencies are the main sources of financial support for CPD, it might be assumed that the responsibility attributed to them referred to this aspect.

<table>
<thead>
<tr>
<th>Table 10.21 Significant differences between participants and non-participants in current CPD activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-Participants</strong></td>
</tr>
<tr>
<td>Mean (sd)</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Ministry of Education</td>
</tr>
<tr>
<td>local authority</td>
</tr>
</tbody>
</table>

Pearson tests revealed weak but significant relationships (r = .17) between the attribution of responsibility to the librarians themselves and past participation (within the past two years) in self-learning and semi-structured activities. The data indicate that those who regarded themselves responsible for their own professional
development appeared to have participated in self-directed and purposeful opportunities more than the others. The self-directed learning requires self-discipline and a higher motivation.

Segmentation of the respondents by their type of library service showed many significant differences, as presented in Table 10.22:

<table>
<thead>
<tr>
<th>agency type of service</th>
<th>SLIS Mean (sd)</th>
<th>library Mean (sd)</th>
<th>librarians Mean (sd)</th>
<th>local auth Mean (sd)</th>
<th>ministry Mean (sd)</th>
</tr>
</thead>
<tbody>
<tr>
<td>reference all the rest</td>
<td>4.35 (.86)</td>
<td>4.08 (1.13)</td>
<td>t= -2.12*</td>
<td>df=239</td>
<td></td>
</tr>
<tr>
<td>child refer all the rest</td>
<td>3.85 (1.27)</td>
<td>3.48 (1.34)</td>
<td>t= -2.18*</td>
<td>df=228</td>
<td></td>
</tr>
<tr>
<td>reading promo all the rest</td>
<td>4.38 (.94)</td>
<td>3.85 (1.10)</td>
<td>t= -2.43*</td>
<td>df=233</td>
<td></td>
</tr>
<tr>
<td>media libns all the rest</td>
<td>4.63 (.68)</td>
<td>4.52 (.76)</td>
<td>t= -2.26*</td>
<td>df=241</td>
<td></td>
</tr>
<tr>
<td>enrichment all the rest</td>
<td>4.58 (.59)</td>
<td>4.19 (1.02)</td>
<td>t= -2.42*</td>
<td>df=239</td>
<td></td>
</tr>
<tr>
<td>system libns all the rest</td>
<td>3.51 (1.34)</td>
<td>t= -3.24 **</td>
<td>df=228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p<.05;   ** p<.005

It is noteworthy that respondents employed as system librarians rated the highest the responsibility of the librarians themselves for their own CPD (Mean=4.58); other sub-groups that attributed high responsibility to the librarians were the reference librarians and the media librarians.

Respondents with managerial responsibilities assigned more responsibility to all the agencies than did respondents with no supervisory responsibilities. This fact may be signalling their opinion that something had to be done to improve the situation.
Concerning their perception of the role of the schools of library and information studies, the local authority and the Ministry of Education and Culture the differences were significant, as evident from Table 10.23.

**Table 10.23** Significant differences between respondents according to their supervisory responsibilities.

<table>
<thead>
<tr>
<th>Responsible agency</th>
<th>Non-managers</th>
<th>Managers</th>
<th>t</th>
<th>df</th>
<th>p&lt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean (1-5)</td>
<td>sd</td>
<td>Mean (1-5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLIS</td>
<td>3.95</td>
<td>1.26</td>
<td>4.30</td>
<td>1.04</td>
<td>-2.30</td>
</tr>
<tr>
<td>Local Authority</td>
<td>3.27</td>
<td>1.50</td>
<td>3.87</td>
<td>1.11</td>
<td>-3.50</td>
</tr>
<tr>
<td>Ministry of Education</td>
<td>3.40</td>
<td>1.40</td>
<td>3.91</td>
<td>1.21</td>
<td>-2.92</td>
</tr>
</tbody>
</table>

In summary, the majority of respondents rated high librarians' own responsibility for their continuing professional development. System managers, reference librarians and media librarians attributed more responsibility to the librarians than did the other respondents.

The other agencies designated as responsible for librarians' CPD by most of the respondents were the employing library, professional bodies and schools of library and information studies. Librarians with supervisory duties and those who have been lately active in CPD attributed a higher degree of responsibility than did the other respondents to the local authority and the Ministry of Education and Culture. Librarians from low socio-economic areas also noted the Ministry of Education’s responsibility.

**10.13 Research Question 8b: Satisfaction with the current provision of external CPD**

How satisfactory are the current provisions of CPD activities according to public librarians' opinions?

The respondents were asked to rate on a seven-point Likert scale their satisfaction with four attributes of the CPD opportunities currently offered to librarians. Table 10.24 presents the three replies at each extreme of the scale, clustered together to form a positive and a negative satisfaction.

As illustrated by the data in Table 10.24, a feeling of dissatisfaction permeated the replies. In all the items, only a minority of the respondents (less than half) has indicated it was satisfied with the CPD activities for librarians.
Approximately a third of the respondents chose the middle rank of the scale (4), thus expressing their neutrality in the issue.

**Table 10.24 Satisfaction with the CPD activities currently being offered to librarians.**

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>Quite — entirely Satisfactory (5-7)</th>
<th>Usually-extremely Unsatisfactory (1-3)</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Variety</td>
<td>123</td>
<td>44.1</td>
<td>55</td>
</tr>
<tr>
<td>Quality</td>
<td>112</td>
<td>41.1</td>
<td>54</td>
</tr>
<tr>
<td>Quantity</td>
<td>102</td>
<td>37.0</td>
<td>92</td>
</tr>
<tr>
<td>Information</td>
<td>100</td>
<td>43.4</td>
<td>72</td>
</tr>
</tbody>
</table>

The largest dissatisfaction was caused by the insufficient *quantity* of CPD activities. Only thirty-seven percent of the respondents expressed their relative satisfaction, and a good third of the librarians surveyed stated outright their dissatisfaction.

Another source of dissatisfaction appears to be the lack of proper *information* concerning CPD activities (31 percent). A small percentage of the respondents took advantage of the ‘don’t know’ option. It may be assumed that some of these respondents have not participated recently in any CPD activities, and thus had no opinion concerning the events.

The factor analysis carried out showed that the four satisfaction items belonged to the same factor, namely satisfaction with CPD opportunities available. The factor's mean indicated that the respondents felt overall that the CPD activities offered were 'sometimes satisfactory' (Mean=3.97, sd = 1.76; n=281). The mean is right in the middle, giving the impression that the majority of the respondents avoided the extreme ratings, signalling their inexperience with CPD activities, or, perhaps, their indifference.
10.14 Research Question 8c: Differences among the respondents concerning satisfaction with the provision of external CPD

Are there significant relationships between librarians' satisfaction with existent CPD activities and selected characteristics as detailed in question 2c above?

One-way ANOVA tests showed a significant difference between respondents regarding their satisfaction with CPD, according to the size of the employing local authority. Paired-comparisons according to Scheffe revealed that respondents from large urban libraries were less satisfied than librarians employed both in town libraries and in regional (rural) libraries. Table 10.25 presents the findings of the test:

Table 10.25 Satisfaction with current CPD activities, by the size of the employing local authority.

<table>
<thead>
<tr>
<th></th>
<th>Town libraries</th>
<th>City Librarians</th>
<th>Large City Libraries</th>
<th>Regional (rural) libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean (sd)</td>
<td>4.40 (1.46)</td>
<td>3.91 (1.70)</td>
<td>3.54 (1.81)</td>
<td>4.66 (1.43)</td>
</tr>
</tbody>
</table>

F=6.11  p<.001

No significant differences were observed among the respondents with regard to the socio-economic level of the employing local authority.

T-tests indicated that there was a significant difference between the respondents employed in central libraries (Mean=4.07, sd=1.70) and those employed in branch libraries (Mean=3.34, sd=2.00; t=2.36, df=265; p= .01. The significance of the result is that respondents from central libraries were 'usually satisfied', whereas branch librarians were 'usually dissatisfied' with CPD offerings. No differences were found among the librarians surveyed according to their age, educational background, type of library certification, years of professional experience or career aspiration.

Respondents who have recently participated in CPD activities seemed to be more satisfied with the CPD offerings (Mean=4.25, sd=1.54) than those respondents who had not been lately involved in CPD (Mean=3.76, sd=1.82). The difference, which was statistically significant (t=2.43, df=272, p<. 05), highlighted the fact that those who took advantage of the activities offered rated them 'usually satisfactory', whereas those who were less able to judge from recent exposure to CPD rated the offerings 'usually unsatisfactory'.
Pearson correlation tests indicated significant relationships between satisfaction with CPD activities and past participation in both social interaction activities and in semi-formal activities. In both cases the relationships are weak to moderate: $r=0.23$ in the first case and $r=0.26$ in the second ($p<0.01$). It would be quite difficult to establish the cause and effect pattern: are those who participate more satisfied, or those who are satisfied, take advantage and participate more in these short and purposeful activities, which do not demand too much commitment and effort? The second option seems more reasonable.

Two additional significant differences among respondents regarding satisfaction with CPD activities related to the type of library service. It appeared that circulation librarians were less satisfied with the current CPD (Mean=$3.77$, sd=$1.76$, as opposed to those with no circulation duties, whose mean was $4.36$, sd=$1.52$; $t=2.90$, df=$279$, $p<0.01$). Conversely, respondents responsible for the organisation of reading promotion activities in their libraries were more satisfied than the others (Mean=$4.23$, sd=$1.47$, versus Mean=$3.80$, sd=$1.74$); the difference was significant ($t=-1.88$, df=$235$, $p<0.05$).

Overall, looking at the clusters of library service, it appears that respondents employed in public services were less satisfied with the current CPD provision than the rest of the respondents (Mean = $3.91$, sd=$1.72$, as opposed to Mean = $4.44$, sd=$1.48$; $t=1.95$, df=$279$, $p=0.05$). On the contrary, respondents in charge of enrichment and culture activities seemed to be significantly more satisfied with CPD (Mean=$4.25$, sd=$1.46$ as opposed to Mean=$3.83$, sd=$1.82$; $t=-2.09$, df=$279$, $p<0.05$). The enrichment activities included mainly programmes in reading promotion, a well defined area abounding with courses and seminars geared both to librarians and to teachers.

Library system directors were much more satisfied with the current offerings than the rest of library employees: their mean rating was $4.77$ (sd=$1.20$), as opposed to librarians' mean rating of $3.84$ (sd=$1.74$; $t=3.60$, df=$279$, $p<0.001$). It may be assumed that the directors' perspective was wider, as they had more access to information regarding CPD programmes available.

No significant differences were observed among the respondents according to their employment status.

In summary, approximately forty percent of the librarians studied expressed satisfaction with the current CPD offerings. The major sources of discontent were the quantity and the information about CPD activities.
Rural librarians, librarians from central libraries and librarians in charge of reading promotion activities were more satisfied than the rest with the CPD activities. Conversely, librarians from large urban libraries, branch librarians, circulation librarians and non-participants in CPD organised activities were least pleased with the opportunities for continuing professional development.
CHAPTER ELEVEN

QUANTITATIVE DATA ANALYSIS II – RELATIONSHIPS BETWEEN THE VARIABLES OF THE RESEARCH

11.1 Introduction

The research model presented in chapter six and the hypotheses of the research suggested correlations between the variables of the research. In the first stage, these relationships were examined by means of Pearson correlations. In the subsequent stage, path analyses were conducted in order to probe the research model in a simultaneous manner.

11.2 Correlational analyses

Following are the descriptions of the Pearson correlations among the various measures.

11.2.1 Perception of Applicability of New Skills in the Library

The Pearson relationships between the two factors – ‘Applicability of New Skills’ and ‘Irrelevance of New Skills’ – and the six motivation factors are presented in Table 11.1:

Table 11.1 Correlations between Applicability factors and Motivation Factors (N=278-280).

<table>
<thead>
<tr>
<th>Motivation Factors</th>
<th>Applicability of New Skills</th>
<th>Irrelevance of New Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisational support</td>
<td>.35 ***</td>
<td>.04</td>
</tr>
<tr>
<td>Professional development</td>
<td>.30 ***</td>
<td>-.09</td>
</tr>
<tr>
<td>Professional service</td>
<td>.24 ***</td>
<td>-.00</td>
</tr>
<tr>
<td>Personal intrinsic benefits</td>
<td>.16 ***</td>
<td>.09</td>
</tr>
<tr>
<td>Professional social interaction</td>
<td>.24 ***</td>
<td>-.00</td>
</tr>
<tr>
<td>Personal extrinsic benefits</td>
<td>.27 ***</td>
<td>.01</td>
</tr>
</tbody>
</table>

*** p<.001

The results showed significant correlation at the .001 level of confidence between the perception of applicability of new skills and all the motivation factors. It appears that when the Applicability of New Skills was high, all the reasons for participation in
CPD activities were perceived as positive. Moderate correlation was found with organizational support \((r = .35)\) and with professional development \((r = .30)\).

Conversely, no significant correlation was found between the Irrelevance of New Skills factor and all the motivation factors. The Irrelevance of New Skills factor had negative associations with three motivation factors (professional development, professional service and professional social interaction). This relationship indicates that the more negative was the perception of applicability of new skills, the less relevant was the motivation to participate in CPD for reasons of professional development, service and professional interaction. In all the cases, the correlation was extremely low.

Pearson correlations between the applicability factors and deterrents to participation were calculated as well, as shown in Table 11.2.

<table>
<thead>
<tr>
<th>Deterrents to Participation Factors</th>
<th>Applicability of New Skills</th>
<th>Irrelevance of New Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate activity</td>
<td>-.05</td>
<td>.03</td>
</tr>
<tr>
<td>Lack of confidence</td>
<td>-.17**</td>
<td>.18**</td>
</tr>
<tr>
<td>Cost</td>
<td>-.14*</td>
<td>.14*</td>
</tr>
<tr>
<td>Family problems</td>
<td>-.16**</td>
<td>.12</td>
</tr>
<tr>
<td>Lack of benefits</td>
<td>-.13*</td>
<td>.26***</td>
</tr>
<tr>
<td>Lack of time</td>
<td>-.17**</td>
<td>.16*</td>
</tr>
</tbody>
</table>

As evident from Table 11.2, correlations between the Applicability of New Skills factor and most deterrence factors were significant, although weak. All the correlations were negative, indicating that the higher the perception of the applicability of new skills in the library, the lower the impact of deterrents such as time constraints, lack of confidence or family problems on participation in CPD opportunities.

The Irrelevance of New Skills factor, on the other hand, had positive correlation with all the deterrence factors, in four cases the correlation being significant. Weak and moderate correlations were found with the following factors: lack of benefits \((r = .26)\), lack of self-confidence \((r = .18)\), time constraints \((r = .16)\) and costs \((r = .14)\). Respondents who upheld that new skills could not be applied on the job seemed more
deterred to participate when no benefits were expected to follow, or when costs had to be incurred.

A comparative look at the results reveals that the correlation between the applicability factor and the deterrent factors were lower than the correlation with reasons for participation in CPD activities. The factor was in positive correlation with the reasons for participation factors, and in negative correlation with the deterrents. It seems that those who believe new skills can be successfully applied at work participate in CPD for many varied reasons, and are less deterred by all sorts of factors.

The Irrelevance of new skills factor was in a much higher correlation with deterrents than with reasons for participation; respondents who concluded that new skills were not relevant to their work context were more inclined to be deterred by a plethora of various reasons.

The correlations between the two applicability factors and the educational interest factors, as displayed in Table 11.3 show that the Applicability factor was in significant correlation with most of the educational interest factors, whereas the Irrelevance factor had no significant correlation with any of the educational interest factors.

<table>
<thead>
<tr>
<th>Educational Interest Factors</th>
<th>Applicability of New Skills</th>
<th>Irrelevance of New Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management skills</td>
<td>.20 ***</td>
<td>.03</td>
</tr>
<tr>
<td>IT in the library</td>
<td>.31 ***</td>
<td>.01</td>
</tr>
<tr>
<td>Communication</td>
<td>.17 **</td>
<td>.05</td>
</tr>
<tr>
<td>Children and School related skills</td>
<td>.22 ***</td>
<td>.08</td>
</tr>
<tr>
<td>Updating of basic skills</td>
<td>.08</td>
<td>.08</td>
</tr>
</tbody>
</table>

** p<.01  *** p<.001

The Applicability factor was moderately related to interest in IT skills (r = .31), and was weakly correlated with management skills, communication and children's librarianship skills. It seems that the skills most perceived as applicable in the library context were related to information technologies. The Irrelevance factor was not significantly correlated with any educational interest factor, indicating that respondents who believed that new skills were irrelevant to their work were not interested in pursuing CPD activities in any professional area.
The correlation between the applicability factor and all the educational interest factors was stronger than with the deterrence factors, but weaker than with the reasons for participation factors.

The applicability factors were also examined in relation to the interest in various types of CPD activities, and the results are presented in Table 11.4.

Table 11.4 Correlations between Applicability factors and Interest in Types of CPD Activities factors (N = 254 – 272)

<table>
<thead>
<tr>
<th>Types of CPD activities factors</th>
<th>Applicability of New Skills</th>
<th>Irrelevance of New Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active involvement in CPD</td>
<td>.20 ***</td>
<td>.01</td>
</tr>
<tr>
<td>Self-learning</td>
<td>.17 **</td>
<td>-.07</td>
</tr>
<tr>
<td>Social interaction activities</td>
<td>.29 ***</td>
<td>.03</td>
</tr>
<tr>
<td>Semi-formal activities</td>
<td>.27 ***</td>
<td>-.05</td>
</tr>
</tbody>
</table>

As demonstrated by the results in Table 11.4, the perception of the Applicability of New Skills in the library was significantly correlated with all four types of CPD activities, while the Irrelevance of new skills factor was not correlated with any of the types of activities. The Applicability factor was moderately associated with social interaction activities (r = .29) and with semi-formal activities (r = .27), both short-term purposeful CPD events. The correlation with the more active type of CPD activities and with self-learning was weak.

Concerning the Irrelevance factor, it appeared that the perception that new skills were useless in the context of public libraries was negatively correlated with semi-formal and self-learning types of CPD (but not statistically significant).

11.2.2 Satisfaction with current offerings of CPD activities

A series of Pearson tests examined the relationship between the satisfaction with current CPD activities and all the variables of the research.

No significant correlation was evident between the satisfaction with CPD activities and the motivation factors.

Regarding the deterrent factors, all the correlations were quite low and negative, suggesting that the more satisfied the respondents were with the current offerings, the less they perceived the various deterrents to participation in CPD as important. Two correlations only were significant: that between satisfaction and time constraints (r = -
.17, p<.01) and the correlation with *family problems* factor (r = -.14, p<.05). The results proved again that time is relative, as those more satisfied with the provision of CPD activities felt less the constraints of time; family problems, as well, seemed to appear minimised or solved when the would-be participants were satisfied with the activity.

The correlation with *educational interest* factors was also weak, and insignificant except in two cases: with the *management skills* factor (r = .17, p<.01) and with *IT skills* (r = .13, p<.05).

No significant correlation was found between the *satisfaction with current CPD activities* and the *interest in types of CPD*.

### 11.2.3 Reasons for Participation in CPD activities

The relationships between the six motivational factors and the other variables in the study were examined in a series of Pearson correlation tests. First, the relationship with the six deterrence factors was examined, and the results are presented in Table 11.5.

<table>
<thead>
<tr>
<th></th>
<th>Org support</th>
<th>Profess Dev.</th>
<th>Profess Service</th>
<th>Intrinsic benefits</th>
<th>Social Interaction</th>
<th>Extrinsic benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>-.09</td>
<td>-.00</td>
<td>-.05</td>
<td>-.12 *</td>
<td>-.10</td>
<td>-.12 *</td>
</tr>
<tr>
<td>Lack confid</td>
<td>.01</td>
<td>-.26 ***</td>
<td>-.16 **</td>
<td>-.11</td>
<td>-.19 **</td>
<td>-.06</td>
</tr>
<tr>
<td>Cost</td>
<td>.01</td>
<td>-.05</td>
<td>-.04</td>
<td>.06</td>
<td>-.01</td>
<td>.09</td>
</tr>
<tr>
<td>Fam problems</td>
<td>.04</td>
<td>-.17 **</td>
<td>-.07</td>
<td>.03</td>
<td>-.08</td>
<td>.01</td>
</tr>
<tr>
<td>Lack benefits</td>
<td>.10</td>
<td>-.17 **</td>
<td>-.09</td>
<td>.12 *</td>
<td>-.06</td>
<td>.15 **</td>
</tr>
<tr>
<td>Time</td>
<td>-.07</td>
<td>.06</td>
<td>-.02</td>
<td>.11</td>
<td>.01</td>
<td>.00</td>
</tr>
</tbody>
</table>

Note: * indicates p < .05, ** indicates p < .01, and *** indicates p < .001.

A sight at the results presented above reveals very low correlations between the variables, with several significant correlations.

The *organisational support* factor was not significantly correlated with any deterrence factor.

*Professional development* had a weak to moderate negative correlation with three deterrence factors: *lack of confidence* (r = -.26), *lack of benefits* and *family problems* (for each r = -.17), indicating that the desire to develop the professional knowledge overcame personal problems or the perception of lack of benefits.
Professional service was negatively correlated with all the deterrence factors, although, in almost all the cases, these correlations were weak and insignificant. A significant relationship was found only with the lack of confidence factor \((r = -0.16)\). It appears that the higher the motivation to improve professional service, the less relevant all the deterrents.

Both personal benefits reasons for participation in CPD activities (for intrinsic and extrinsic reasons) had low but significant correlations with two deterrents: the perception of activity as inappropriate \((r = -0.12)\) and the lack of benefits \((r = 0.12\) and \(r = 0.15\), respectively). In the first case, the relationship was negative, namely, the more motivated were the respondents, the less inclined they were to be deterred by a perceived fault of the activity. The personal benefits factors included opportunities to gain promotions, pay increases or transferable skills as a consequence of their participation in CPD, and it seems likely that in those cases, the respondents felt that their evaluation of the activity was less important. The lack of benefits factor was positively correlated with both intrinsic and extrinsic benefits factors, meaning that the higher the motivation the higher the perception of the deterrent. This is understandable, as respondents prompted by the prospects of material rewards would abstain from participating in activities that seemed unlikely to offer them the gains expected.

The professional social interaction motivational factor did not have significant correlation with any deterrence factors except lack of confidence. All the relationships were negative, suggesting that the desire to interact with peers was able to overcome the lack of self-confidence.

The correlation between the motivational factors and the educational interest factors was examined next, as illustrated in Table 11.6. All the correlations were significant at the .001 level of confidence, unless indicated differently.

Table 11.6 Significant Correlations between the Reasons for Participation factors and Educational Interest factors (N= 283-292)

<table>
<thead>
<tr>
<th>Organisational support</th>
<th>Professional development</th>
<th>Professional Service</th>
<th>Intrinsic benefits</th>
<th>Social interaction</th>
<th>Extrinsic Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mgmt skills</td>
<td>.41</td>
<td>.29</td>
<td>.35</td>
<td>.42</td>
<td>.48</td>
</tr>
<tr>
<td>IT</td>
<td>.31</td>
<td>.44</td>
<td>.34</td>
<td>.37</td>
<td>.35</td>
</tr>
<tr>
<td>Communic</td>
<td>.38</td>
<td>.36</td>
<td>.48</td>
<td>.30</td>
<td>.44</td>
</tr>
<tr>
<td>Child/school</td>
<td>.32</td>
<td>.16 **</td>
<td>.28</td>
<td>.19</td>
<td>.30</td>
</tr>
<tr>
<td>Update basic</td>
<td>.34</td>
<td>.27</td>
<td>.26</td>
<td>.22</td>
<td>.20</td>
</tr>
</tbody>
</table>

* * p<.01 (all the rest: p<.001)
As we can see from the Table above, all the motivational factors were significantly correlated to all the educational interest factors. It seems that once a respondent was motivated to participate in CPD activities, for whatever reason, he/she was not very discriminating and his/her desire to learn was all embracing, touching topics related to every professional area.

The correlations between motivational factors and educational interest factors were much stronger than the correlations with the deterrence factors discussed above. Whereas the significant correlations with deterrents were weak, in the case of educational interest factors, the majority of correlations were moderate and even moderate-high.

The following comments will discuss the more salient correlations evident in Table 11.6 presented above.

Organisational support had a moderate-high correlation with interest in management skills ($r = .41$) and with communication skills ($r = .38$), and a moderate correlation with all other educational factors. It appears that when the respondents felt that the organisation was 'behind' the employee, expecting attendance at CPD activities and encouraging involvement in continuing professional development, they expressed a high interest in all the various professional areas.

Professional development was also moderate-highly associated with IT skills ($r = .44$), which nowadays are perceived as the fastest changing (and obsolescence-prone) skills. A moderate correlation with communication skills ($r = .36$) was also noted. During the past few years this area has figured prominently in the management discourse, and respondents driven to pursue CPD for professional development might have felt that they were – yet – lacking in this domain. A weak correlation with interest in children's/school librarianship ($r = .16$) might denote that this area was considered less important in the professional development of public librarians, at a time when the new professional knowledge seems to emanate from less traditional areas.

Professional service had, also, a moderate-high correlation with communication skills ($r = .48$), corroborating the view that effective communication constitutes the basis of quality service.

Personal intrinsic benefits factor was correlated the strongest with the interest in management skills ($r = .42$) and with IT skills ($r = .37$), and the least with children and school-related library skills ($r = .19$). Personal extrinsic benefits were moderately
correlated with communication skills ($r = .43$), management skills ($r = .40$) and IT skills ($r = .37$), doubtless the topics most associated with promotions and high esteem of peers. Interestingly enough, children's and school-related skills had again the lowest correlation. Does this indicate that children librarianship is still perceived as less conducive to promotion and professional advancement?

The strongest correlations between professional social interaction and educational interest factors were with management skills ($r = .48$) and communication skills ($r = .44$), areas that traditionally engender closer encounters between learners and afford more opportunities for social interaction.

The reasons for participation in CPD factors were checked against respondents' interest in various types of CPD activities, as expressed in Table 11.7.

<table>
<thead>
<tr>
<th>Table 11.7 Correlations between the Reasons for Participation factors and Types of CPD activities factors (N= 263-283)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Active involvement</td>
</tr>
<tr>
<td>Self-learning</td>
</tr>
<tr>
<td>Social Interaction</td>
</tr>
<tr>
<td>Semi-formal</td>
</tr>
</tbody>
</table>

* $p<.05$  ** $p<.01$  *** $p<.001$

In almost all the cases presented in Table 11.7 above, the results revealed significant correlations between motivational factors and type of activities factors. In comparison to the strong correlations with educational interest factors, motivational factors had lower correlations with the type of CPD activity factors, although higher than the correlations with the deterrents.

The organisational support factor was moderately correlated to all types of activities except the social interaction types, where the correlation was low ($r = .15$). This might signify that respondents who were getting encouragement and assistance from their employers felt free to express a higher interest in activities other than conferences and field trips, which might have been their usual fare.
Professional development was correlated high-moderately with semi-formal activities ($r = .45$), which, incidentally, are the usual vehicle for the administration of IT skills, with which the factor had a strong association as well.

Professional service was moderately correlated with semi-formal activities ($r = .36$) and with self-learning and social interaction opportunities ($r = .31$ for each), the lowest correlation being with active involvement activities ($r = .19$). Maybe the shorter forms of CPD appeal more to those looking for expedient results in the provision of service? Or is there a perception that theoretical / intellectual CPD activities were less conducive to the implementation of quality service in libraries than the other types of CPD?

The professional social interaction factor had a moderate-strong correlation with self-learning ($r = .39$) and with semi-formal activities ($r = .37$). It was interesting, but unexplainable, to find out that the relationship with the social interaction type of CPD activity was the lowest among other types of CPD ($r = .28$), as it was expected that respondents desirous to meet other peers would be most interested in activities that facilitate professional meetings.

The personal intrinsic benefits factor was moderately correlated with active involvement opportunities ($r = .34$), followed by the semi-formal activities ($r = .33$). The predilection for formal and structured activities might be explained by the fact that among the items comprised in the personal intrinsic factor was also ‘accumulation of academic credits’, which are usually granted following attendance of courses and evidenced by examinations and grades.

The personal extrinsic benefits factor correlated the strongest with semi-formal activities ($r = .34$), followed by self-learning ($r = .29$). Semi-formal activities indeed are the usual method of qualifying for CPD pay increases and recognition as a skilled and an up-to-date librarian, but self-learning? One cannot avoid wondering to what extent were librarians really interested in pursuing this type of self-validating CPD activity.

### 11.2.4 Deterrents to Participation in CPD Activities

The relationship between the six deterrents and the other variables of the research was examined by Pearson correlations. Table 11.8 overleaf presents the results concerning the educational interest factors.
As manifest from the data, all the correlations between the deterrence factors and educational interest factors were very weak, and mostly insignificant. The majority of factors were negatively correlated with educational interest factors, indicating that the deterrents were quite effective in stifling an interest in any topic.

The lack of confidence factor correlated significantly with IT skills ($r = -0.27$) and with management skills ($r = -0.19$). While the reticence of the timid to undergo management training may be quite understood, the moderate correlation with the IT factor suggests that some librarians were still perceiving information technologies as a threat or at least as a difficult subject in which they lacked the necessary basic knowledge.

The deterrence factors were also examined in relation to the four Type of CPD Activity factors. The results are shown in Table 11.9.

The data in the Table above reveal that the deterrent factors had very low correlations with the types of CPD activity factors, as with the educational interest factors.
factors discussed earlier. Many of the correlations were negative, and almost all were statistically insignificant.

The lack of confidence factor correlated significantly with all the CPD type factors, displaying notable strong correlations with the semi-formal types of CPD \((r = -.32)\). This shows that librarians who felt too old for CPD or who believed they lacked the required skills and knowledge for CPD were not interested in any kind of CPD, particularly not short courses or conferences focused on specific topics.

The lack of benefits factor correlated significantly (and negatively) with the social interaction factor \((r = - .18)\). Social interaction activities such as visits to other libraries and professional short meetings seldom grant CPD credits and thus, librarians who were put off by the lack of rewards for CPD would naturally avoid these types of activities.

In summary, the deterrent factors correlated very weakly with all the variables that expressed interest in CPD – both with regard to CPD topics and to the type of CPD activities. When the correlations were strong, they were negative, stressing that the more one regarded deterrents to participation as important, the less he/she was interested in participating.

### 11.2.5 Educational Interest

The educational interest factors were analysed using Pearson tests versus the type of CPD activity factors, and the results are exhibited in Table 11.10.

<table>
<thead>
<tr>
<th>Type of CPD activity</th>
<th>Mgmt skills</th>
<th>IT in libraries</th>
<th>Communic. Skills</th>
<th>Children/ School</th>
<th>Updating Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>.59 ***</td>
<td>.40 ***</td>
<td>.25 ***</td>
<td>.29 ***</td>
<td>.15 *</td>
</tr>
<tr>
<td>Self-learning</td>
<td>.46 ***</td>
<td>.41 ***</td>
<td>.34 ***</td>
<td>.30 ***</td>
<td>.20 ***</td>
</tr>
<tr>
<td>Social interaction</td>
<td>.20 ***</td>
<td>.23 ***</td>
<td>.31 ***</td>
<td>.17 **</td>
<td>.13 *</td>
</tr>
<tr>
<td>Semi-formal</td>
<td>.33 ***</td>
<td>.45 ***</td>
<td>.32 ***</td>
<td>.16 **</td>
<td>.24 ***</td>
</tr>
</tbody>
</table>

* \(p<.05\)  ** \(p<.01\)  *** \(p<.001\)

The results in the Table above show that all the educational interest factors, except updating basic library skills, correlated significantly with all types of CPD
activities at the .01 level of confidence or higher. Most of the correlations were moderate-high or high.

The interest in management skills was very strongly associated with interest in high-involvement CPD activities ($r = .59$) and moderate-highly correlated with interest in self-learning ($r = .46$). The correlation with interest in social activities was low ($r = .20$). It appears that those willing to acquire management skills were ready to devote time, energy and commitment towards their aim, but less interested in CPD activities that were not best fitted to impart management skills.

Interest in IT skills correlated with semi-formal activities ($r = .45$), self-learning ($r = .41$) and active involvement opportunities ($r = .40$), which are the customary methods of learning and practising IT skills. Similar to the management skills factor, so the IT factor showed a low correlation with social interaction activities. Respondents willing to improve their IT skills appeared to be rather pragmatic and well aware of the formats suitable to their objective.

11.3 Path Analysis

This section examines two causal models of participation in continuing professional development activities. The unique contribution of exogenous variables to predict participation in CPD activities, along with other variables, was assessed, and the indirect effect on participation in CPD activities was estimated.

11.3.1 Comparison between causal models

The first causal model included two exogenous variables (Applicability of new skills and Irrelevance of new skills) and four groups of endogenous variables: three groups were mediators, and the fourth group was the dependent variable.

The mediators were the following:

1. reasons for participation factors:
   a) material reasons for participation;
   b) professional reasons for participation

2. deterrents to participation:
   a) organisation-related deterrents
   b) employee-related deterrents
c) activity-related deterrents

3. educational interest

The target variable was composed of the four types of CPD activity factors:

a) active involvement in CPD
b) self-learning
c) social interaction activities
d) semi-formal activities

The study examined also a second model, in which the two reasons for participation factors and the three deterrents for participation factors served as exogenous variables, while the applicability of new skills and the irrelevance of new skills were endogenous. Thus, a question was raised regarding the proper location of these two factors in a causal model.

In order to determine whether these models conformed to the relationships between the research variables, and also in order to check which one of the two models fitted better the correlations, path analysis was conducted using the LISREL programme. Path analysis can estimate the magnitude of the direct and indirect contribution of factors taken as causes on factors taken as effects, in the various models (Miller, 1991; Bryman & Cramer, 1994). With path analysis the effect of one independent variable on a dependent variable is examined together with the effects of the other independent variables. Although, as Bryman & Cramer (1994) explained, path analysis cannot establish causality, 'it provides quantitative estimates of the causal connections between sets of variables' (p. 248). The time order of variables was established relying on theoretical ideas and common sense.

The results of the analysis found that both models did not entirely fit the correlation between the variables, although the first model had a slightly higher adjusted goodness of fit (agfi = .87; chi-square=70.12; df=32; p< .001). The second model, in which applicability of the new skills and irrelevance of the new skills were endogenous and the deterrent factors and reasons for participation factors were exogenous, was found fit almost as the first model (agfi = .81; chi-square = 151.11; df=38; p< .001). The main difference between the two models related to the number of degrees of freedom. In the less fit model (the second model) there were more degrees of freedom, and thus it might be assumed that the difference in fit was caused by the higher number of relationships that the model had to predict.
In both models the LISREL programme suggested a number of changes that touched the direct relationships between the exogenous variables and the endogenous ones, that is without the mediation. The changes were made as suggested, and both models obtained had a better fit.

In the first revised model (presented in Figure 11 A), the adjusted goodness of fit index was .92 (chi-square = 38.45; df=28; p = .09). The second revised model (Figure 11 B) had afgi= .93; chi-square=35.71; df=32; p = .30. It appears that except the difference in degrees of freedom between the two models, both of them agreed with the relationships between variables, and it was not possible to determine which model was preferable.

In both models, the percentage of explained variance of the dependent variables (active involvement in CPD, self -learning, social interaction activities and semi-formal activities) and also the percentage of explained variance of the educational interest variable were almost identical.

Regarding the second model, it appears that due to the fact that the applicability of new skills factor and the irrelevance of new skills factor did not contribute directly to the explanation of the variance of the educational interest factor or to the target variables, they cannot act as mediators. Thus, variables such as the material reasons for participation and the professional reasons for participation affect directly both the educational interest factor and the target factors, as explained in the previous model.

The deterrent factors did not influence the educational interest, or the types of CPD activities factor, and only the organisation-related deterrents factor affected significantly both the applicability of new skills factor and the irrelevance of new skills factor. It appears that the higher the organisation-related deterrents factor, the lower the applicability of new skills factor (Gamma = -.21, p<.001) and the higher the irrelevance of new skills factor (Gamma = .21, p<.001). Another significant influence was found between the material reasons for participation factor and the applicability of new skills factor.

To summarise the path analysis, it appears that the educational interest factor served as mediator to the active involvement CPD activities, especially for the two reasons for participation in CPD variables, both material and professional. The mediation of the reasons for participation factors in the first model seems to be stronger than the mediation of the applicability/irrelevance of new skills factors in the
Figure 11.1: MODEL A – APPLICABILITY OF NEW SKILLS AND IRRELEVANCE OF NEW SKILLS AS EXOGENOUS VARIABLES.
Figure 11.2: MODEL B – MOTIVATION AND DETERRENT FACTORS AS EXOGENOUS VARIABLES
second model, and thus it appears that the first model is more interesting and a better fit.

11.3.2 Factors affecting the interest in various types of CPD activities – a causal model

In the model selected (Figure 11-A), the educational interest factor contributed the most to the explanation of the target variables. This variable explained significantly the variance of the active involvement in CPD activities (Beta = .46, p < .001) and the self-learning activities (Beta = .34, p < .001). It may thus be concluded that the higher the educational interest factor, the higher the participation in CPD activities requiring a high intellectual involvement and in self-learning activities.

With regard to the other variables, it appears clear that the motivational factor professional reasons for participation exerted a strong direct impact on three of the target variables: self-learning (Beta = .32, p < .001), social interaction activities (Beta = .29, p < .001), and semi-formal activities (Beta = .30, p < .001), and also influenced the educational interest variable (Beta = .32, p < .001). Librarians were likely to take part in the three types of CPD regardless of their interest in the specific topic of the activity. On the other hand, educational interest influenced their decision to participate in active-involvement CPD opportunities, and the impact was very strong (Beta = .46, p < .001). Participation in highly intellectual and demanding CPD activities was thus predicted by the interest expressed for a specific topic. The professional reasons for participation affected the self-learning activities both directly and indirectly through the mediation of the educational interest factor, suggesting that the higher the motivation for professional reasons, the higher librarians’ involvement in self-learning, even if the subject were not of highest interest.

Material reasons for participation factor affected significantly only the educational interest factor, and thus this factor contributed to the active involvement CPD activities and the self-learning activities factors indirectly, through the mediation of the educational interest variable.

We may conclude that the higher the motivation to participate in CPD activities, both for material and for professional reasons, and the higher the educational interest, the higher the interest in active involvement CPD activities and in self learning.

No significant contribution was found from any of the deterrent factors to the educational interest factor or to any of the target variables.
The exogenous applicability of new skills factor had an indirect influence on the educational interest factor and on the types of CPD activities factors through the mediation of the material reasons for participation and the professional reasons for participation. The impact of the applicability of new skills factor on organisational and employee-related deterrents was negative (\(\Gamma = -0.18, p < 0.01\) in both cases), suggesting that librarians who perceived their work environment as conducive to transfer of training also believed that their supervisors and the library in general favoured CPD and supported it; this perception also increased librarians' tendency to minimise the importance of the employee-related deterrents.

The irrelevance of new skills factor made no significant impact on the educational interest factor or on any of the target variables. The only impact exerted was on organisational deterrents (\(\Gamma = 0.21, p < 0.001\)), suggesting that the higher librarians' perception of their work environment as unfavourable to transfer of training, the stronger the perceived relevance of the library-related constraints to CPD.

To summarise: librarians who chose to participate in social and semi-formal CPD activities were motivated by professional reasons to continue their professional development, and perceived their work environment as favourable to transfer of training. Those who became involved in active CPD had a high interest in the professional topic and were motivated both by professional and material reasons to upgrade their skills. Self-learning activities appealed to those motivated by professional reasons; another group attracted to self-learning activities were librarians with a high educational interest motivated to continue the professional development for both material and professional reasons.
The main purpose of the current study was to understand the factors influencing participation in CPD activities, particularly in relation to librarians employed in public libraries. To this end, a theoretical model was proposed (in chapter six), incorporating multiple variables from the domain of continuing professional development.

The research used both qualitative and quantitative research methods to collect relevant data. Questionnaires distributed to professional public librarians in Israel sought to ascertain their perceptions, opinions, practices and preferences regarding participation in activities of continuing professional development. Policy-makers from the public library community in Israel were posed similar and related questions in semi-structured interviews aimed at gathering information about the management perspective on librarians’ CPD, in response to the changing library environment.

The intent of this chapter is to integrate the results of the interviews with the statistical analyses of the data drawn from questionnaires and provide explanations of the findings in the light of previous research literature, as reviewed in chapters five and six. A number of issues discussed relate to general CPD topics elaborated in chapter three. The results are presented according to the initial objectives of the study.

According to the theoretical model proposed in chapter six, primary variables predicted to affect librarians’ interest in various CPD activities included factors within the work environment, motivational factors for participation in CPD opportunities, deterrents to participation in CPD opportunities, and interest in developing specific professional competencies (referred to as ‘educational interest’). Secondary variables likely to influence participation in CPD comprised various personal, professional and organisational attributes of individual librarians. The variables included in the model were chosen on the basis of a literature review in the fields of human resources management and information and library studies.
12.2 Work Environment Factors

Interviews with library policy makers reiterated that the public library environment in Israel is in the midst of a massive process of change, which affects library clientele and services, as well as the nature of library work itself. Some of these factors, of course, are not unique to Israel.

The main cause of the perceived changes has been the advent of various information and communication technologies, other sources being the social and management developments that have affected society in general, with special implications in the public library context.

12.2.1 Job characteristics

The literature has repeatedly shown that the higher the degree of job complexity and the larger the opportunities to use a variety of skills and knowledge, the higher the need for professional competence and updating (Kozlowski & Farr, 1988; Dubin, 1990; Kaufman, 1990). The new demands on public librarians in Israel seem to fit this pattern. Interviews with library directors and various stakeholders in public library and information services have suggested that information technologies added a dimension of uncertainty and variety to all library jobs, including the most traditional and routine-like procedures, such as cataloguing or developing story hours. They mentioned that the wide diversity of material formats and information resources has challenged previous methods of work. The new technologies allowed greater creativity, and in many libraries creativity was expected in order to satisfy more sophisticated users. Integrated workstations have dissolved the traditional 'great divide' between technical and reference services, requiring librarians to be proficient in a wider range of library functions and adding a degree of complexity to their jobs. Several library directors voiced their hope that librarians would be more autonomous in their work in order to provide better service to users.

Recent social developments have added more uncertainty, variety and complexity to library jobs. Heterogeneous non-traditional publics (such as the non-literate community of adult Ethiopian Jews or highly sophisticated tele-workers) have challenged librarians to provide further differentiated services. A growing educated
(and more affluent) adult public and developments in the education systems offered additional opportunities for novel services.

Current management trends have also made new demands on libraries. Many directors started giving serious thought to the management of information services, and not only to the management of information, as described by Kinnell (1995). Practices such as income generation, entrepreneurship, marketing and financial management have opened up new opportunities and given new directions to library activities.

12.2.2 Management of CPD for librarians

The current study probed library policy-makers in depth about a multitude of issues connected with the management of CPD in libraries.

Policies. The stakeholders interviewed regarded CPD as a positive phenomenon with possible benefits for the library; however, virtually no library had any formal policies concerning CPD. It appears that few public libraries in Israel implement a strategic planning process and thus, continuing professional development is not an essential component of human resources management, as advocated by the management literature (Tracey et al., 1995; Haycock, 1997).

The findings present a more severe situation than that reported in the library literature from elsewhere. MacDougall et al. (1990), Slater (1991) and Goulding & Kerslake (1996) found a paucity of systematic CPD policies but still, some units did have training and development policies or clearly delineated ‘training strategies’. In Israel’s public libraries these seemed to be non-existent.

As a consequence, it seemed almost ‘natural’ to find that there were no specially designated training officers. In all the libraries studied the director was in charge of all the matters pertaining to training. Although, in most cases, the function was purely administrative, some directors were involved, albeit informally, in planning and monitoring the training, fulfilling in part the roles assigned by the literature (Prytherch, 1986; Jordan, 1995). Bird (1986) found that in over a third of the ‘small’ UK libraries (with less than one hundred employees) training officers devoted less than five percent of their time to the management of training. According to this definition, all the case libraries participating in the current study were small and even very small. Of course, as Bird has found, when the responsibility was specifically assigned to a staff member, more development activities occurred. One can assume
that if a senior member were nominated as training officer, he or she would have developed the training more thoroughly.

Formalised training needs analysis [TNA] was not carried out in libraries nor at higher levels, such as at the Ministry of Education and Culture. Intuition and vision replaced a rigorous process, but, most often, the outcome was a very short-term perspective and ad hoc solutions. This finding was consistent with other research emanating from the library literature (Slater, 1991; Anwar, 1998) that found a general dearth of evidence concerning TNA practices in libraries.

Facilitation of CPD. An important aspect of the management of training and development was related to securing and managing the required investments. Libraries considered time-release, which allowed librarians to be paid for the time spent on CPD, as a most significant facilitator. The practice was used extensively in most public libraries surveyed, and sometimes, when minimal staffing levels could not allow this method, libraries tried to add the time to librarians’ vacation. Priority was customarily given to activities directly congruent to library’s needs. This finding was consistent with the results of previous research (Creth, 1990; Slater, 1991; Goulding & Kerslake, 1996; Anwar, 1998).

Since libraries did not plan their staff’s training, library directors did not know how much time was spent by their employees in development activities. Attempts to estimate the average annual amount showed large differences, often due to the various methods of calculation used by the respondents. On average, it appears that public librarians in Israel have spent between two and five days in organised training. The finding reiterates Slater’s (1991) results, but are in contrast with Fielden’s (1993) recommendations that librarians devote 5 percent of their work hours to training.

Another method used to facilitate librarians’ learning was to re-arrange their work schedule in such a way as to allow them to participate in training. The method was reported also by Goulding & Kerslake (1996).

Funding librarians’ CPD constituted another major aspect of the management of training. Only one-quarter of the library directors interviewed had a separate budget line for training, and the amounts were exceedingly low. The different cost of living in the two countries precludes a comparison with data from the UK. Nevertheless, it appears that the situation in Israel parallels the lowest level of funding evident in the findings of earlier UK studies (Bird, 1986; MacDougall, 1990; Slater, 1991).
Both in the UK and in Israel many libraries drew funds from a central training budget managed by the municipality. Although many directors lamented the bureaucratic processes involved in securing funding for librarians’ CPD, several others felt that not having an independent budget allowed them more flexibility. Once they learned how the system worked, they could get ample funds from the larger centralised budget, particularly as not all the departments of the local authority utilised the budget line as much as the library did. Most of these findings were congruent with Slater’s (1991) previous study of UK practices.

A number of directors expressed their dissatisfaction with the current procedures and their wish to have full control of the budget and be able to institute proper strategic planning. Their call for the decentralisation of the budget to individual units echoed Orlich’s (1989) and Haycock’s (1997) recommendations that training should become a local organisational effort tailored to the needs of the specific group.

The criteria for selecting employees to participate in training differed according to the purpose of the development activity. When the initiative came from the library, according to its needs, the leading criterion was relevance to the job. Some libraries had a longer-term perspective and encouraged training in areas of perceived future needs, as advocated by the management literature (i.e. Wexley & Latham, 1991). Others favoured immediate needs only, and were reluctant to support librarians seeking personal development in areas not directly pertinent to their work. This finding was consistent with Slater’s (1991) results.

Logistical arrangements hindered the inclusion of many interested librarians in CPD activities. The problem was exacerbated in larger urban libraries with a large and diversified staff, mostly employed in a part-time status. A comparable situation was discussed at length in Goulding and Kerslake (1996) concerning flexible library workers.

Fairness was another often-heard criterion, and it referred to the practice of ‘taking turns’ to attend external events. Slater (1991), too, has found that British libraries embraced egalitarian measures, but these translated as granting the same amount of funding to each employee, or allowing equal number of days off. Another similarity with Slater’s findings was that managerial staff benefited more than regular librarians did from external training. One may assume that the reason for this practice was the larger benefit expected for the library. Cynics might say that it was easier (logistically) to release librarians with fewer public duties. As many managers worked
full-time schedules, the practice might have also given preference to those in full employment.

**Reward systems.** The findings regarding the benefits accorded to librarians as a dividend for their professional development are in sharp contrast with Steiner & Farr’s (1986), Dubin’s (1990) and Haycock’s (1997) calls to develop reward systems for participation in training activities as key motivators to further professional growth. Most library directors and Ministry officials concurred that career progression as a result of professional development was not possible, and only in two cases did directors state that they considered librarians’ updating efforts when assigning supervisory or managerial responsibilities to new staff. Likewise, the Ministry of Education and Culture did not ask for evidence of continuing professional development when they nominated winners of the ‘best librarian’ award, so that Orlich’s (1989) recommendation that the reward system include non-monetary opportunities was also disregarded.

### 12.2.3 Social influences at work

The literature was unanimous in identifying the important influence of the supervisor on the organisation’s learning culture (Baldwin & Ford, 1988; Dubin, 1990; Tomlinson, 1997). Supervisors who expected their staff to be active in the acquisition of new knowledge, encouraged their participation in development activities and showed interest in and recognition for their training efforts fostered a better organisational climate. In several cases, library directors referred to their expectation that staff who underwent training would teach the other librarians afterwards. Several directors asserted that they initiated and organised seminars and workshops in topics of interest; some suggested information about CPD opportunities matching librarians’ interest and jobs, and others told how they encouraged librarians in training. All these practices were suggested in the literature (Dubin, 1990; Heyes & Stuart, 1996; Haycock, 1997) as positive steps in creating a work environment supportive of professional development efforts. However, not everybody embraced these methods.

The role of the supervisor in the context of Israeli public libraries, as evident from the interviews, seemed to loom very large, as the staff was only marginally involved in the planning and organisation of training activities. This is opposed to the views expressed by Orlich (1989) regarding the involvement of the employees in the
planning stages. The interviews with the directors demonstrated the centralist management practised in most libraries (albeit, not in all!). It seemed that there was little ongoing dialogue with staff about the challenges facing the public library and participatory management was the norm in very few libraries. When the director did not initiate and actively support staff's professional development, it rarely happened.

12.2.4 Organisational culture

The management literature (Noe & Ford, 1992; Tannenbaum & Yukl, 1992; Tracey et al., 1995) has indicated that a continuous-learning organisational culture prompted employees to engage in development activities. The culture was defined as the pervasive belief of employees that the organisation expected from the entire staff to continuously acquire and apply new knowledge (Tracey et al., 1995). The present study has found that the culture prevalent in most Israeli public libraries was not a continuous-learning one, according to the definition presented, despite the feeling of several directors that in their libraries ‘every week somebody is out’ attending some external activity. A factor responsible for the lack of a training culture might have been the concentration on external, or at least organised, training as the predominant method of professional development. This was in sharp contrast with Noe & Ford (1992) and Tracey et al. (1995), who have suggested that in continuous-learning organisations learning pervaded the whole organisation and staff members engaged in various development activities, rather than being associated only with specific courses. Contrary to Kolb (1984), who asserted that learning should be a specific organisational objective, ‘pursued consciously and deliberately’, the study has found that in Israeli public libraries it was incidental. Professional staff meetings and committee work were the exception to the rule, and even when they occurred, they were not used to promote individual and organisational learning. On the other hand, many libraries used ‘cascading of training’ to disseminate wider the new knowledge or skills acquired by individual librarians in workshops or through independent studying. Occasionally, participants to conferences and seminars reported to the other staff about the presentations attended. These practices were rarely institutionalised and formalised, and at times they even occurred as ‘private arrangements’ between interested librarians. Nevertheless, when it happened, the method conveyed to the entire staff that new learning was appreciated and trainees won recognition for their efforts.
Librarians’ perception of organisational support will be explored in section 12.5 of this chapter, along with the reasons for participation in CPD.

12.2.5 Applicability of training

The perception of the usefulness and applicability of the new learning at work was another work environment characteristic most influential in the motivation of employees to engage in training. Peters & O’Connor (1980), Noe (1986) and Baldwin & Magjuka (1991) concurred that situational constraints such as improper tools and equipment, inadequate budgetary support, insufficient time and lack of skills were perceived as unfavourable to the applicability of the new training on the job, and consequently deterred employees from participating in CPD. The present study explored this dimension from the points of view of both librarians and directors.

Library directors interviewed referred to a series of constraints that might have adverse effects on employees’ development efforts. Information technology although available in most public libraries, lagged behind that found on the market. The problem seemed to derive more from the inadequate quantity of advanced technologies than from inadequate quality. Limited funds and rising costs prevented many libraries from making the newest technology accessible to the public on a large-scale in the form of networked workstations or availability of more databases. Nevertheless, as the data collected from the case libraries studied prove, most of the public libraries were in various stages of integrating information and communication technologies.

The inadequacy of advanced equipment was often coupled with a lack of adequate technological skills, perceived by some directors as superfluous at a time of cutbacks and uncertain futures. Other necessary, and lacking, skills mentioned related to library service to diverse and multicultural populations, newer customer-oriented skills and marketing skills.

Although several directors expressed concern at the low proficiency of librarians in various fields, it seems that they did little to correct the situation of which they complained. In a ‘normal’ situation with proper long-term strategic management and operational planning, staff competence would have been considered as a human resources management issue and plans of necessary development activities would have been made, tied to performance measures. According to the policy makers interviewed, this was not the case in most libraries.
Librarians were asked to rate eight statements concerning the applicability of the new learning acquired in CPD at work. As their answers proved, the majority believed that the learning gained in training was indeed transferable to their work context. Two-thirds felt that the library’s adoption of new technology facilitated the usefulness of the new knowledge, supporting Noe’s (1986) findings about the connection between perceptions of a favourable environment and motivation to transfer. Eighty percent of the librarians studied disagreed with the statement ‘new concepts are not applicable at work’.

A large minority of librarians was aware of situational constraints that might prevent the application of new concepts and skills: 33 percent agreed that librarians lacked time to experiment with new concepts, and 41 percent put the blame on the heavy routine workload. Previous research (Noe, 1986; Rouiller & Goldstein, 1993) has indicated that employees returning from training needed time to practice the new skills and ‘task cues’ that encouraged them to use the new learning, otherwise the transfer of learning was ineffective. The finding of this study also suggested that many librarians did not feel autonomous to try the new skills and knowledge acquired (as defined by Varlejs, 1996) and did not perceive their work as being characterised by variety and discretion. This view was in marked contrast to the picture painted by library directors (at the beginning of this section) who stressed that library jobs were nowadays more non-routine than before and there was ample room for innovation and creativity. Burgin & Smith’s (1995) suggestions about managerial follow-up actions in libraries as signals of organisational support might be taken into consideration. At any rate, one might assume that respondents complaining about these shortcomings participated in CPD activities less than other librarians.

The survey showed that most public librarians felt that they had their supervisor’s support in the application of new skills. Seventy-seven percent of the respondents believed that their supervisor expected them to apply the new skills at work, thus indicating that their learning would not be in vain.

A sight at the statistical results by sub-groups indicated that large-city librarians and librarians employed in low socio-economic local authorities rated higher the irrelevance factor, thus implying that new learning was often useless in their library. The finding might reflect the relative inadequacy of technological infrastructure and scarcity of staff that characterise libraries in low socio-economic areas and in most large cities where branch libraries are not on a par with the central library.
A weak correlation was found between those interested in promotion, particularly those interested in an administrative position, and the applicability factor. It appeared that those interested in a higher library position were more optimistic about the chances to introduce changes in libraries, or vice versa.

Past participation in all types of CPD except social interaction activities was related to the applicability factor, highlighting the relationship between the perception of the usefulness of new skills and professional updating. Studies conducted by Noe and his associates (Noe & Schmitt, 1986; Noe & Wilk, 1993) have reiterated that perceptions of the usefulness of the new learning at work affected positively the motivation to acquire new professional knowledge. The present study has demonstrated this correlation. Past participation in social and semi-formal activities was negatively related to irrelevance, namely those who participated more rated the factor less. As social interaction activities did not require great efforts, the results might indicate a justification of participation in this type of CPD rather than an intention to apply new skills at work.

Supervisors rated the irrelevance lower than the other librarians, and library directors rated it even lower. The results might suggest that respondents with non-managerial duties were more disappointed with regard to the application of new concepts in their work settings, having encountered perhaps difficulties in their previous endeavours, and conversely, the more managerial duties had a library employee, the less he/she perceived this factor. Does this imply that ‘line librarians’ might meet bureaucratic obstacles in their attempts to use the learning at work, perhaps having less discretion to utilize the time and resources for ‘reflection, practice, integration, assimilation’?

Additional references of librarians to work environment favourability were expressed in the motivation section of the questionnaire, and will be discussed below.

12.3 Attribution of responsibility for CPD

Most library directors, and several of the other stakeholders interviewed, expressed their categorical opinion that librarians were responsible for their own CPD. Many directors felt that they were in no position to request their staff to train, if the library did not provide for all the expenses of librarians’ professional development. Consequently, a number of directors even chose to withhold some of the information
concerning the whole range of possible training opportunities, fearing an imminent confrontation with employees who would have been refused financial assistance.

This attitude shows that many directors considered participation in CPD as sometimes superfluous and not vital to the well being of the library. The approach was diametrically opposed to the views expressed by Rooks (1988) and Slater (1991), from the LIS field, and Dubin (1990) and Heyes & Stuart (1996) from management, among others, about the importance of a highly competent staff to the success of the organisation. In an age in which the corporate ethos pervades the public service sector, staff training and development should be recognised also in libraries as a most effective component of the strategic planning. Managers thoughtful of their human resources should be aiming at making them happier, as this was found to have a positive impact on their motivation at work and ability to do their job (Heyes & Stuart, 1996).

Both library association representatives and the Ministry of Education and Culture officials who participated in the present study felt that professionals' continuing development was 'their own business'. The only training-oriented signal that these stakeholders gave was to sponsor the courses of the Israel Centre of Libraries, and in the case of the Ministry, to partially fund the Centre (during 1998 this amounted to ca. £120,000). The attitude of the ILA demonstrates how distanced the association has grown from the immediate aims of a professional body and how alienated from its members. Although librarians should be responsible, they must be helped. Weingand (1991) who also upheld that employees were responsible for their CPD, argued nevertheless that 'to leave the financial responsibility solely at the trainees' door may eventually create competence 'haves and have-nots' (p. 271), and she called library stakeholders to assist librarians financially. Slater (1991) agreed that the association should promote vigorously the importance of CPD both among its members but particularly among employers. The Library Association of UK, which has served as model to the Israeli counterpart in the early 1950-1960, and other professional associations as well, should serve again as inspiration in reviving the spirit of professionalism.

The majority of librarians surveyed regarded their library as the most responsible agency, and rated immediately second was their own responsibility. It seems that librarians understood better than their employers that CPD benefits the organisation as much as themselves. Over half the respondents have participated in CPD during the
two months preceding the survey, and only ten percent indicated they had not been involved in any CPD activity during the past two years (some of them were still in library school at that time). This finding confirms Okey et al.'s (1992) results that most participants in CPD have initiated their own training, and contrasts the findings of MacDougall et al. (1990).

In the current study, past participants rated librarians' responsibility for their CPD higher than did the non-participants, proving that they practised what they preached.

Self-learners also rated higher librarians' responsibility for CPD; self-learning requires self-discipline and, it may be assumed also a higher motivation and commitment to CPD. Other sub-groups of respondents who attributed the responsibility for CPD to librarians were the system librarians and the reference librarians. Few activities were offered in these areas and librarians in these types of service were probably accustomed to learning by themselves (the reference librarians) or to look by themselves for suitable programmes (the system librarians).

Librarians with a higher educational level rated higher their responsibility for CPD. Might it be an indication that a more solid education instils in professionals the commitment to lifelong learning? Do they feel more professional or more aware of their deficiencies?

The analysis showed that librarians with supervisory duties rated higher the responsibility of the schools of library and information studies, local authorities and the Ministry of Education. This external locus of control shows perhaps managers' realism in assessing the needs of the library and of librarians, and supports Konn & Roberts' (in Doney, 1997) findings regarding the junior library managers.

12.4 Satisfaction with the current CPD activities

The study revealed that librarians were only mildly satisfied with the provision of CPD. Only about 40 percent expressed their satisfaction with the overall adequacy of provision, as compared to 75 percent in Slater's (1991) study.

The number of those who complained about the lack of opportunities was balanced by those who found that the number of CPD opportunities was satisfactory. Library directors interviewed were similarly divided in their opinions. Perhaps this discrepancy is normal, as it was revealed also in Brenda White's (1992) study of 40
managers in UK libraries. White’s conclusion was that there were plenty of opportunities, if the effort was made to go and find them (p. 129). However, in Israel several drawbacks came to light during the interviews conducted. It appears that ICL, the largest provider of external CPD for public librarians, publicised many more activities than those which were ultimately delivered (if and when a minimum number of participants registered). The frequent cancellations of early registrants annoyed both employees and employers and made planning ahead almost impossible. It also left the impression that there were no opportunities available. In fact, many providers were active, some from fields other than library science, but nevertheless related. The inter-disciplinary nature of the information professions dictates that CPD opportunities should indeed be seized from a variety of disciplines.

Several library directors situated in peripheral regions raised the problem of access and the limited variety of offerings close to their homes/work. The problem was compounded for small libraries with a reduced staff, where releasing librarians for CPD was prohibitive. In the information age, the distance obstacle, as well as the limited variety mentioned could be solved by technological means, using for example distance education via the network or tele-conferencing.

The frequently indicated complaint about improper dissemination of information regarding the CPD opportunities is more of a concern. The proportion of those indicating this as a problem was significant, almost a third of the respondents. For comparison, MacDougall et al. (1990) found that only five percent noted as a defect the ‘little advance publicity’ (p. 49). In the current study, many library directors complained that the information either did not reach them at all or that it did not reach them in time, as elaborated earlier. On the other hand, the study disclosed also cases in which directors who received notification about diverse CPD opportunities withheld the information from their employees for various internal reasons, pointing to the grave problem of information censorship amidst information professionals, facilitated by the limited dissemination practices.

Stakeholders were asked whether they thought a clearinghouse might help advertise more widely the development possibilities emanating from various sources. While the directors applauded the idea, the officials interviewed highlighted the practical difficulties inherent in setting up such an endeavour or argued that it was unnecessary, since providers advertised their activities. The validity of this non-interventionist argument, rested on the assumption that the current offerings were, in
aggregate, adequate in meeting the needs of librarians, was not corroborated by the empirical findings of the study which pointed to a clear dissatisfaction with the current state of CPD provision.

About a fifth of the librarians surveyed indicated their "total dissatisfaction" with the quality of external CPD activities. The directors interviewed were more specific in their criticism and pointed to various, and often contradictory, suggestions regarding the quality of provision. The prevalent remark was that the activities should be focused and practical, imparting skills that could be immediately applied to their work context. The same comments were made a decade earlier in the UK (Slater, 1988), proving that the problem is neither local nor temporary.

High costs and lack of value for money was the most often cited deficiency of CPD provision, with seven out of eleven interviewees referring to this problem, which seemed to overshadow any other consideration. Slater (1991) and MacDougall et al. (1990) to a lesser extent found a similar situation. Expensive activities must be very effective to justify the cost by a high rate of transferability to the work context. No study has ever been conducted in Israel regarding the impact of training, and thus the perceptions of the directors constitute the only measure of training effectiveness (or lack of it) in relation to its costs.

An additional view at the results of the statistical analyses highlighted several important differences among the librarians surveyed with regard to their satisfaction with CPD provision. Rural librarians seemed to be significantly more satisfied, as opposed to large-city librarians. One may only speculate that rural librarians who worked in relative isolation might have been more easily satisfied by professional activities which brought them in contact with other professionals, whereas city librarians who had access to more CPD, sometimes internally organised, might have been more discriminating and more critical. Working alongside other colleagues undoubtedly provided opportunities for professional exchanges and facilitated the learning of new skills through the cascading system. The least satisfied appeared to be the librarians working in branch libraries, presumably in cities where the library systems were larger. The questionnaire did not pursue this matter but it might be related to the more limited access of branch librarians to information about CPD. As manifest during the interviews with library directors, branch libraries were less likely to implement immediately the new concepts learned in training, which might provide an additional explanation to their greater, and significant, dissatisfaction.
Respondents who had recently participated in CPD activities seemed to be more satisfied with the CPD offerings, replicating the findings of Slater (1988). It seems the time perspective diminished the value of the professional development experience, or, perhaps, non-participation was justified by a negative evaluation of CPD activities in general. Slater was correct when she remarked that the market for CPD activities often consisted of past attendees, an easy market to tap from the provider’s angle. However, from a wider perspective, this is like preaching to the converted, and the professional community should be interested in widening the circle of participants in CPD activities by responding to their needs and preferences.

Comparison of librarians’ opinions according to the type of library service revealed that those employed in public services were significantly less satisfied with the provision of CPD than all the other librarians. This was puzzling, as many activities offered centred on information retrieval and digital resources, which are part of the reference librarian’s repertoire. However, a closer look at the activities provided indicated that they were conceived from the provider’s point of view and did not offer a more integrative programme directed at reference librarians working mostly with school children. Had a thorough training needs assessment been conducted, it might have revealed the ‘real’ needs of librarians, beyond learning the Internet rudimentals or the specific features of a database. More pleased with the current provision were librarians in charge of culture activities, meaning primarily reading promotion. This is a well-defined area abounding with programmes geared both to librarians and to teachers and covering a wide array of topics, combining theories with practicalities. It may be assumed that librarians working in this type of library service may feel they develop professionally, and the CPD might thus be perceived as relevant to both current and prospective employment.

Librarians employed mainly in circulation were the least satisfied with the CPD provision. This work is essentially non-professional, and one wonders whether professional librarians derived much satisfaction from their job. It is conceivable that professionals would find that this type of work was not challenging and most CPD activities would seem irrelevant to them. Given the CPD culture in the public libraries of Israel, one may assume that library directors would be reluctant to support the professional development of circulation librarians, which might prepare them for employment elsewhere.
Library system directors were the most satisfied with the current offerings: their mean rating was a high 4.77 as opposed to librarians’ rating of 3.84. It may be assumed that the directors’ perspective was wider, and they found many more activities appealing and relevant. They had also more access to information regarding CPD programmes available, and more funding.

It appears that lately many new ‘players’ have entered the field of CPD providers for library and information workers, or, at least, they have become aware of this growing market. The monopolist tendencies of the Israel Centre for Libraries with the tacit approval of the Ministry of Education and Culture are not justified in the open, privatised environment which encourages public libraries to look for the best value for their money. The proliferation of providers, many specialising in one specific field, and the ensuing competition, would be beneficial in the long run. It was interesting to discover the discrepancy of opinions between those of ICL, the Israeli provider, and those of Weingand (1991), the director of a large school of continuing LIS education in the US. While ICL tries to be an all-embracing provider of all topics for all types of libraries and librarians, Weingand advocated a ‘separatist’ policy. Her views might ensure each provider of its niche and, at the same time, provide a measure of coordination: ‘in order to reduce duplication, it is appropriate that each type of provider determine its unique market share it can best address and do the best job’ (p. 270). This could also lower the costs. For example, during the interviews with ICL officials it became clear to the researcher of this study that their Internet courses were so expensive because of their high connectivity costs. Academic institutions, on the other hand, have different arrangements for network access and can provide this type of learning at much reduced fees.

12.5 Motivation to Participation in CPD Activities

Malcolm Peel of the Institute of Management (quoted in Hemmington, 1999) stated: ‘ultimately CPD is a state of mind rather than a mechanism’, and urged that there should be a better understanding of the motivations and barriers to participation in CPD. The study indicated that for over ninety percent of the librarians ‘keeping abreast of new developments’ and ‘developing new professional knowledge’ were very important reasons for participation in CPD. The respondents gave high ratings to
all the reasons, raising the suspicion that they were affected to some extent by social desirability. Nevertheless, the fact that all the factors were relatively high allows us to reach conclusions regarding the relative importance given by librarians to the various reasons.

12.5.1 Professional development reasons

Three of the five top-rated items belonged to the professional development factor, corroborating the findings of Ritchie (1988), MacDougall et al. (1990), Burgin (1992) and Goulding & Kerslake (1996). Previous studies might have used a different terminology (‘to learn new ideas’, ‘self-development’ or ‘professional competence’) but the results pointed to the same conclusion: librarians are eager to enhance their professional knowledge in order to be more competent at work.

12.5.2 Professional service

Burgin’s (1992) multi-sectorial study revealed that public librarians were more motivated than other types of librarians to enhance their skills in order to improve service to users. He speculated that the reason might be the increased and diverse demands of the public who used the library for a variety of activities. Goulding & Kerslake (1996), in their ‘quality perspective’ report, also highlighted this aspect. The present study found that all professional service reasons for participation in CPD were highly rated by Israeli public librarians (Mean = 6.17 on a 7-point scale), supporting other findings. Librarians indicated that reasons such as ‘the desire to maintain and improve the service to users’, ‘to be more creative in their service’ and ‘better to meet users’ expectations of service’ were very important in their decision to attend CPD events.

The policy makers interviewed agreed that librarians who attended CPD were eager to develop professionally, but not so that they would provide their users a quality service. Except for one director, all the other interviewees ignored the statements referring to service to users as possible reasons for librarians’ participation in CPD. The concept that CPD was conducive to improved performance at work seemed to be missing in most library directors’ thinking. This attitude might explain why professional development is so marginal in the organisational structure of public libraries in Israel. Maybe, if it could be connected to measures of performance and higher user satisfaction, it could obtain more support and direction.
Respondents with supervisory responsibilities rated these two factors significantly higher than other librarians, perhaps because they had a better understanding of the library’s mission. Their interest in enhancing professional knowledge might have been caused by the desire to maintain their professional authority. This explanation suggests that librarians with a wider perspective of the library’s mission might be more motivated to develop their professional knowledge, confirming Senge’s (1990) third principle of a learning organisation. The implications for administrators would be that a more participatory style of management might ultimately lead to a more competent and more dedicated workforce.

The findings also suggest that providers of CPD activities should develop programmes congruent to the service orientation of public librarians, and should make known both their approach and the intended outcomes.

12.5.3 Extrinsic benefits

The majority of librarians indicated that the prospects of extrinsic benefits constituted important reasons in their decision to attend CPD activities, but lower than that of professional development or professional service. Interestingly, almost 75% of the respondents viewed promotion as a possible result of CPD, a fact that was vehemently denied by most policy makers interviewed. Are librarians being naive or are they just dreamers? Librarians’ salaries are extremely low, a fact that was reiterated many times during the interviews, and the only way to qualify for pay raises (other than promotions, which are very rare) is by accumulating CPE units. Thirteen percent of the respondents, who considered this reason as unimportant, might have already accumulated the maximum number of units allowed.

While library directors and other officials underestimated librarians’ willingness to improve the library service to users, they were consistent in their perception of extrinsic benefits, specifically those involved with material rewards, as the prime motivators for their staff to participate in CPD activities. Studies as different as Burgin & Smith (1992) and Dotan & Getz (1997) reached the same conclusion, suggesting that the problem is not a local one. Many times the interviewees complained that librarians were only ‘chasing after CPE credits’ regardless of the activity topic or its relevance to the job. The lack of congruence between librarians’ motivations and the perceptions of policy makers and the ensuing mistrust might affect negatively directors’ attitude and support toward librarians’ initiatives for CPD.
12.5.4 Professional interaction

Social interaction factors were also highly regarded (but lower on the scale, Mean = 5.26), supporting the findings of MacDougall et al. (1990). The opportunities to interact with professional colleagues from other libraries and learn from their experience and thinking were obviously cherished by a majority of respondents. Meeting leaders from the library world was rated as high as the possibility to become more creative in the professional service. Israel’s public libraries are quite small organisations, and severe understaffing puts great pressures on librarians and hinders interaction with other staff during work hours. The social contact with peers and experts in various professional fields is thus a welcome break from the relative isolation of the workplace in which they are found. Two-thirds of the librarians agreed that ‘to escape daily work routine’ was a worthwhile reason to participate in CPD activities, perhaps for its ‘therapeutic value’ (MacDougall et al., 1990, p. 85).

Library officials were aware of the social aspects of CPD, and some of them even encouraged this phenomenon as a safeguard against burnout. It is regrettable that many officials interviewed were reluctant to concede this reason as a valid motive and minimised the value of participation in social events such as conferences and professional meetings. An interesting finding was that librarians with supervisory responsibilities, and particularly the library directors who filled out questionnaires, rated the social interaction reasons higher than did other librarians. Among librarians, computer coordinators were more highly motivated than other librarians were by social interaction reasons to attend CPD activities. The loneliness of the position might explain the eagerness of directors and computer coordinators to attend CPD events in order to meet other professional peers; library administrators should recognise this need and encourage it.

12.5.5 Organisation-related reasons for participation

Last among all the reasons were those related to direct and indirect organisational reasons, namely intrinsic benefit and organisational support reasons. Only forty percent of the respondents attended CPD events to accumulate credits towards a degree, and fewer than 59 percent sought to acquire skills transferable to other jobs. Conversely, a large number of respondents felt that these reasons were not important in the decision to participate in CPD activities. The answers should be viewed against previous findings in this study. Approximately half of the respondents were college
graduates in the ‘fifty and above’ age category, and fewer than a third were interested in changing the type of employment or moving to another type of library. This might partially explain the lack of interest in an academic degree or in non-specific skills.

Several library officials raised the ‘problem’ of transferable skills with great concern, worrying that librarians, having obtained skills useful in another work context, might be attracted to higher paid positions outside the library world. A library director from a large city even admitted that she was reluctant to approve information technology courses for young librarians, who were more susceptible to leave to high-tech companies. This attitude is in stark contrast to Bryant (1995) and Farmer & Campbell (1997) who advocated the development of transferable skills in libraries as a means to counter demotivation and raise the image of the professional librarian. Thirty years ago, Stone (1969) considered staff aspiration for higher or different positions as a sign of a healthy workforce which was not stagnated and which should be commended. If libraries were to adopt management policies that recognise the centrality of their employees, they should encourage their development and not hinder their efforts to move out or upwards.

Answers to the six statements signifying organisational support for CPD showed that librarians did not regard the employing library or the direct supervisor as important factors in their decision to participate in CPD activities. About twenty-five percent of the respondents indicated outright that the organisation had no influence in employees’ decision to attend CPD. The lowest rating was given to the statement ‘there is a CPD climate in the library’, with a third of the respondents disagreeing. It may be speculated that, as libraries did not allocate large sums to CPD and did not advertise widely CPD opportunities, librarians might interpret that their organisation was indifferent to professionals’ professional development.

Similarly, most library officials interviewed did not make any reference to the organisation’s role in inducing professionals to develop. Some even argued that ‘this is not the library’s business’, planting the responsibility solely on the employee. Those who did not fit this pattern were few but very vocal, proving that the newer ideas about the learning organisation have reached even libraries in medium cities in Israel. The organisational literature (Nadler, 1990; Carnevale et al., 1990; Noe & Wilk, 1993; Tracey et al., 1995) has found that employees tended to update their knowledge and skills in organisations that expected the staff to maintain and improve their professional competence. While library officials have accused librarians of
‘apathy’, it seems that this has touched the organisation as well. Organisational aspects were discussed more fully in the previous section of this chapter (12.2, ‘work environment characteristics’).

Burgin & Smith (1992) reviewed the management literature about ‘manager perceptual congruence’ which has shown that managers who were aware of subordinate attitudes towards work evaluated them more favourably, and exhibited more supportive behaviours. This study showed that the congruence of managerial and librarian perceptions about librarians’ motivations to participate in CPD activities was not high, providing another rationalisation why library directors gave staff development such a low priority in their libraries.

12.5.6 Differences among librarians

Comparisons among the responses showed that certified librarians, as a group, rated intrinsic reasons (such as getting academic credits for their CPD participation) much higher than all the other librarians – college graduates and the non-academic. One explanation might be that librarians with a graduate diploma might have felt they did not need more academic credits and were already prepared for a multitude of library positions. Non-academic librarians might have felt that several CPD courses could not guarantee them better work conditions, especially as the library community in Israel is currently emphasising the necessity of academic degrees. Certified librarians, on the other hand, with an undergraduate (academic) preparation, might regard CPD activities as the continuation of their library education, offering them the possibility of skill enhancement. Certified librarians whose library education did not culminate in an academic degree might have been interested in participating in CPD courses that granted academic credits conducive to B.A.

The study showed that 51 percent of the librarians employed in public libraries were certified librarians. Their interest in academic recognition makes them quite a large market for academic programmes. Departments of library and information studies might seriously consider broadening their involvement in CPD activities in response to the specific requirements of this segment of public library staff, as suggested also by Slater (1991) and Weingand (1991).

It appears that librarians employed in regional libraries valued less than city librarians all the reasons for participation, and in three cases (organisational, intrinsic and extrinsic factors) the differences found were statistically significant. The lower
ratings might reflect the less dynamic character of library employment in rural areas. Fewer opportunities for change and diversity at work might demotivate librarians in their professional development, supporting earlier findings of Kaufman (1990) that the degree of job challenge was the key factor in fostering updating. Librarians perceived the organisation as less interested in promoting the idea of CPD or nurturing a learning climate, a fact that nevertheless did not seem to hinder their higher rate of participation in CPD activities (60%, in contrast to 45%-50% participation of municipal librarians during the past two years). One explanation might be that provided by Jana Varlejs (1993), who highlighted the important role of the employee as an autonomous learner. Varlejs argued that librarians succeeded to pursue professional development activities, despite an unsupportive administration, when they set their own professional goals.

The findings indicated that librarians at higher educational levels were significantly less motivated by personal benefits factors, both intrinsic and extrinsic. As acknowledged by several library officials interviewed, public libraries encouraged primarily the professional development of the yet-unqualified staff, undervaluing the continuous development of professional librarians. Consequently, few benefits were bestowed upon professional librarians who furthered their education, leaving them under no illusions about the practical value of professional development.

12.6 Deterrents to Participation in CPD Activities

12.6.1 Librarians' responses

A cursory examination of the librarians' rating of individual deterrent items shows that the majority of librarians were dissuaded from participating in CPD because of the failings of the activity or of the employing library. Poor quality and low interest of the development activity were the attributes mentioned by over fifty percent of the respondents, echoing the findings of Stone (1969), Slater (1988) and MacDougall et al. (1990). Concerning organisational barriers, lack of time release and insufficient financial assistance were the major reasons given for non-participation, supporting again the results of earlier studies.

The rating of the six deterrent factors is edifying and puzzling at the same time.

The overall picture shows that all the ratings are quite low, proclaiming that librarians are not too deterred by any obstacle. The highest rating was given to time
constraints, but even this factor averaged 4.56 on the seven-rank scale (between ‘sometimes relevant’ and ‘relevant’). One might think that Israeli public librarians overcome any barrier and rush to develop professionally! However, the answer given in another part of the questionnaire showed that only 50.2 percent of the respondents have participated in any CPD activity during the two months preceding the survey, suggesting that something must have interfered with their desire to learn. This inconsistency might also imply that the self-report method affected the pattern of the replies. However, detailed analyses indicated the relative relevance of each reason.

When the ratings of the factors were compared, deterrents associated with the organisation (i.e. time constraints, costs) and the activity itself topped the list. These obstacles derive from sources external to the employees, suggesting that the interested parties, namely employing libraries and providers of CPD opportunities, could use corrective procedures to minimise these perceived deficiencies.

12.6.2 Stakeholders’ perceptions of deterrents to CPD

Library officials who participated in the study offered a different view of the reasons hindering librarians from more active participation in CPD opportunities. The explanation offered most often was ‘indifference’ or ‘apathy’, concurring with the recent findings of Geale et al. (Hemmington, 1999). Additional reasons cited related to personal/family matters, which supposedly interfered with librarians’ participation in CPD. Most of the directors implied that librarians did not consider their career as very important and were unwilling to invest time and money in furthering their professional education. In sharp contrast, fewer than ten percent of the librarians surveyed considered personal reasons (due to family problems or lack of confidence) as serious deterrents to their development endeavours. The vast majority indicated their willingness to find suitable arrangements in order to participate in CPD. The difference in opinions underlined the mistrust existing between professional librarians and library directors in public libraries in Israel. The officials’ responses, placing the ‘blame’ on librarians’ shoulders, highlighted the delegation of responsibilities for professionals’ CPD from the organisation to the individuals concerned.

Most of the policy-makers interviewed conceded that a major deterrent to participation in CPD would be the cost involved, particularly as librarians’ salaries were very low and library training budgets underwent dramatic cutbacks. This view was consistent with previous research (Goulding & Kerslake, 1996; Anwar, 1998).
None of the respondents thought that something could be done to remedy this situation. Problems related to time scheduling and distance were also mentioned, but, as was evident from the interviews, library directors were often unable to provide constructive solutions, particularly as professionals’ CPD was not perceived as a major concern of the library.

12.6.3 Differences among librarians

Statistical tests conducted pointed to differences among various sub-groups of librarians in relation to the perception of deterrents to CPD.

The perception of time constraints was negatively correlated with librarians’ managerial responsibilities (ranging from ‘relevant’ for librarians to ‘quite irrelevant’ for library directors), suggesting that supervisors were freer to attend CPD activities. This finding might indicate that the stringent understaffing of libraries affected mainly ‘line’ librarians, preventing them from furthering their qualifications. This might perpetuate an unhealthy situation in which most of the participants in CPD activities hold key positions in libraries and might hinder new librarians’ opportunities to advance professionally, specialise in various fields or just meet fellow librarians. And indeed, one of the officials interviewed remarked that at some events most of the attendees were library directors.

Librarians in direct contact with the public rated the time deterrent higher than other librarians, perhaps because of the inflexible work schedules in reference rooms, supporting the findings of Cromer & Testi (1994) who studied reference librarians’ continuing education. Time constraints correlated negatively also with past participation in social interaction activities. One might assume that respondents for whom lack of time was a critical deterrent did not participate in social activities as much as those who had more time to cultivate professional relationships.

The cost factor was rated higher by part-time librarians, as indicated in the study of Goulding & Kerslake (1996). Interestingly enough, the other sub-group to rate differently cost items were those with higher professional aspirations. One may assume that these librarians were dissatisfied with their current work conditions, yet were unwilling to incur additional expense for participation in CPD.

Both cultural programme librarians and participants in the more active and ‘intellectual’ types of CPD found that the inappropriate activity factor was more relevant for them than for other types of librarians. Most of the activities provided by
library-oriented agencies are not connected to cultural programmes, and thus, most of the CPD programmes attended by these librarians are offered by non-library providers and are not intended for a library audience. As each library develops its own programmes, not many similarities exist between libraries (other than reading promotion programmes for children), and possibly, not many activities are provided. Consequently, it seems obvious that cultural programme librarians should be very careful about the suitability and predicted usefulness of the activities selected.

The only logical explanation for the higher rating of the activity factor by the ‘actively involved’ past participants in CPD would be that the ‘more serious’ participants might be more critical of the CPD programme or event. Apparently, those who invested more of their time and efforts expected to be rewarded with activities at a similar high level.

The lack of benefits factor had a higher impact on city librarians, younger librarians, those aspiring to promotion or a career change and to part-time library professionals. One may conclude that respondents with professional ambitions, who saw themselves growing in the profession, were resentful that their profession paid them so little in terms of salaries and benefits, and expected to receive some material rewards for their investment in continuing professional development. Another speculation might be that those interested in promotion would not invest time and efforts in CPD activities that were not perceived as conducive to career goals or to some other forms of rewards. The younger professionals, as well as the part-time librarians, might have rated higher the lack of benefits factor because of their lower earnings, corroborating the findings of Goulding & Kerslake (1996).

Lack of confidence was rated the lowest among all the factors (Mean = 1.92). A closer look at the data shows a positive correlation between this deterrent and the length of experience of librarians. Why should experienced librarians feel dubious about their competence to further their professional development? Perhaps an explanation might be the fact that about half the respondents had less than 15 years of experience, and it might be assumed that they had introduced into the library many new practices and concepts, perhaps threatening the self-assurance of the more experienced ones.
12.7 Interest in Educational Topics.

12.7.1 General overview

This study revealed that public librarians were eager to further their education in areas related directly to their work, corroborating the finding of MacDougall et al. (1990, p. 83). As most of the public librarians in Israel are employed in public services, it came as no surprise that approximately eighty percent of the respondents expressed a high interest in reference and information competencies, which were not learned during their initial library studies, many of them comprising an IT element. Among the topics included were advanced information skills using print and non-print resources, expertise in the provision of information skills instruction and familiarity with information resources in print and electronic media. Information skills competencies were rated high also by the public library stakeholders interviewed, who regarded developing librarians' reference and information skills a first priority of CPD. The findings supported several relatively recent studies which indicated high interest in the new information resources (Slater, 1991b; Doney, 1997; Anwar, 1998). While the studies cited referred mainly to academic and special library sectors, the results of the current study add the perspective of public libraries.

Awareness is not equivalent to practice, as demonstrated by an analysis of the activities offered at the Israel Centre of Libraries. The number of sessions devoted to information sources was insignificant and did not indicate any planned approach, often featuring only database producers/providers who offered workshops designed to boost the sales of their products.

Both librarians and policy makers concurred that ICT competencies were essential to public librarians. As computers have been integrated in most of Israel’s public libraries for almost a decade, computer literacy and basic IT skills are no longer the issue they had been a few years ago. The respondents referred primarily to complex ICT skills, such as familiarity with networked information, organisation of digital information from the Internet, maintaining the library homepage and user education skills. Effective work with library computerised systems was also a topic generating high interest. This finding is consistent with the recent literature which shows that librarians try to keep up with frequent technological developments (Goulding & Kerslake, 1996; Dotan & Getz, 1997; Anwar, 1998).
Most of the CPD activities provided to librarians in Israel, at the Israel Centre of Libraries and elsewhere, were in the area of information and communication technologies, another proof of the high interest generated. Nevertheless, several library directors expressed concern at the continuing lack of IT expertise of the staff.

12.7.2 Differences among respondents concerning specific professional skills

Information and communication technology skills. A closer sight of the findings, according to sub-groups, may explain some of the variation in librarians' interest. It appears that enhancement of ICT skills was of least interest to branch librarians and to older and more experienced librarians. It may be assumed that as there are fewer IT facilities in branch libraries, most of the branches not being yet computerised, branch librarians might have perceived a lesser need for these skills. This view indicates a short-term perspective, as computerisation of the branches is imminent, and might find librarians unprepared for the integration of IT in their libraries.

With regard to the second finding, on a superficial level it might appear obvious that the higher the age and the length of experience, the lower the interest in competencies connected to information technologies. However, it is a well-known fact that many of the most avid Internet surfers are older persons who have the time to explore the new technologies. Librarians have been exposed to computers for more than a decade now, and it could be expected that they would show more interest in this area. One can speculate that the respondents who shied away from IT have not managed to assimilate the new technology and considered it merely a working tool, possibly even an unpleasant one.

Management skills. The study found a certain agreement among the various respondents regarding the development of management competencies. Sixty-two percent of the policy-makers interviewed asserted that librarians should acquire management skills through CPD activities. Most of the policy-makers who were not library directors, along with several library directors, even expressed concern at the lack of managerial skills of professional librarians. However, the interpretation given to 'management skills' varied considerably. A large number of library directors felt that librarians in non-supervisory positions needed only a basic understanding of marketing principles and of community needs. Very few respondents thought that
public librarians might benefit from CPD activities in human resources management, and budgeting and planning were deemed appropriate only for directors.

The librarians surveyed seemed to accede to this trend, although to a lesser degree. A small majority expressed interest in marketing (55% of the sample), much less than those attracted by CPD activities on advanced information skills or IT training. Almost half of the respondents were interested in topics related to human resources management, evaluation of library services or co-operation with other agencies in the community, and more than a third indicated an interest in the acquisition of budgeting and strategic planning skills. Incidentally, these two competencies were the only ones to attract more negative replies (disinterest) than positive ones. As a consequence, few librarians registered at CPD activities on these topics, when offered, as revealed by an interviewee from the Israel Centre of Libraries.

The findings are not consistent with research from the early nineties, which indicated that training in managerial skills was in steady demand (Bird, 1988; MacDougall et al., 1990; Peritz & Shagam, 1990; Slater, 1991; Park & Row, 1992; Williams, 1992). The trend is also in contrast with Farmer & Campbell’s (1997) findings about the high transferability of management skills, demonstrating that most Israeli public librarians do not consider library service as a station in their career path, but they seem quite content in traditional library roles.

Several recent studies supported the findings of this research. Dotan & Getz (1997) found that management topics were mainly appealing to academic librarians, and marketing and fiscal management received low rankings also among Malaysian academic librarians (Anwar, 1998).

A cursory examination of the variance in responses by sub-groups of librarians indicated several significant differences that should be considered. Librarians in direct public service were less interested in management skills, as opposed to all the other librarians; interest in management skills was also positively correlated with supervisory responsibilities. Both differences provide an additional indication of the perceived connection between CPD and current job requirements. It also shows that Israeli librarians and library directors consider management skills to be mainly associated with supervision of staff, and do not implement management principles and techniques to all the services supplied.

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The discrepancy between librarians’ preferences and library directors’ opinions should be noted, as it confirms the findings of several previous studies. Slater (1988) and MacDougall et al. (1990) in the UK, and Dotan & Getz (1997) in Israel reported that librarians were eager to acquire higher managerial skills through CPD, contrary to the opinion of library directors. Dotan & Getz based their conclusion on quantitative data collected from both librarians and library directors. In the same vein, Kinnell (1995) related the suspicious attitude of a library director towards management training, to a feeling that the library schools curriculum has already over-emphasised management science, causing newly graduated librarians to have unrealistic expectations of managerial positions. Further development in this direction was deemed unimportant.

This prevailing approach signifies a very narrow view of the profession, which is no longer appropriate. Resource scarcity and an increasingly commercialised and politicised environment demand comprehensive managerial skills at all professional levels, to ensure organisational survival.

Providing quality service to customers was viewed by all the policy makers interviewed in this study as a primary goal of the public library, and many even stated that all library workers should have the necessary skills. Few respondents thought that developing these skills required formal training other than occasional workshops. In Israel public services have just begun to implement a customer-oriented policy, and it seems that one-day sessions in customer care would not suffice, in the absence of a long established tradition of service. This problem seems to be true in the UK as well, as lamented by Usherwood (1996, p. 58). Brophy et al. (1993) also stressed that successful quality and customer initiatives required expanded skills and knowledge in addition to the right attitude on the part of the employees, skills that could be imparted only through structured training activities. The public librarians studied seemed to have understood the concept. Close to eighty percent of the respondents expressed their interest in this area, confirming the findings of other studies conducted in UK (Slater, 1991; Goulding & Kerslake, 1996).

Implementing a quality service and focusing on customer satisfaction have given librarians the responsibility to develop plans appropriate to their libraries, their services and their users. As public libraries strive to improve their strategic positioning and their public image, developing library services in anticipation of future needs becomes crucial. Kinnell (1991) has highlighted the importance of a
‘planning culture’ in the library, suggesting knowledge of performance measurements, understanding of financial and personnel implications, segmenting the population and targeting the groups most in need of services, in short, management skills. All these necessary competencies have to be acquired in a systematic manner.

These management practices have been acknowledged in Israel as elsewhere, and ICL has published as early as 1988 a textbook on planning and evaluation of library services (Shoham, 1988, 1995). Nevertheless, Israeli librarians lag behind other public services and do not yet implement a planning process (Ben-Naim, 1999). Library staff is not ordinarily involved in the design and evaluation of services, thus explaining why so many library directors considered the skills associated with these activities as superfluous. The only respondents who seemed to break this pattern were the cultural programme librarians and the computer co-ordinators. They expressed a significantly higher interest in the acquisition of management skills than the other librarians studied. It was encouraging to see that librarians who are not usually in supervisory capacities understood that management includes planning and evaluation, which are very important aspects of programming. Incidentally, both sub-groups have an outside orientation and continuous connections with other organisations, often in the private sector.

One of the policy-makers interviewed in this study commented that librarians should further their management skills before they become managers, ‘so that good librarians will be good managers as well’. The *Investors in People* initiatives in the UK demonstrate that the well-being of an organisation depends on all its employees, not just the higher echelons (Goulding, 1995). The study revealed a positive correlation between interest in management skills and past participation in CPD activities that required self-discipline and active intellectual involvement. It appears that those who would like to master management competencies are willing to invest time and efforts to this end. They might be the ‘good managers’ of the future. Directors who discourage librarians from enhancing their management skills jeopardise more than their subordinates’ chances to advance to higher positions – the long-term health of library management is at stake.

**Communication skills.** The study showed that communication skills were ranked second from five broad areas, as two-third of the librarians surveyed showed high interest in ‘communication with staff and users’ and ‘teamwork and co-operation with staff members’. Public libraries in Israel are rather small-scale organisations, and it is
very important that the limited number of staff work harmoniously together. Librarians’ rating paralleled the findings of Anwar (1998), as Malaysian librarians ranked effective communication skills very highly. In contrast, many of the directors interviewed thought that their staff needed no further training in communication skills. Several explanations can be suggested. The movement towards provision of quality service in libraries has highlighted the nature of inter-personal relations with public and staff alike, and workshops in these areas were very popular several years ago, perhaps leaving the impression that ‘everybody has received training’ in this area. In addition, communication skills (marketing excluded) were considered by many as personal development rather than purely professional skills, and as such they gave way to more pressing topics, usually in the IT area.

A comparison of the responses within the group showed that rural librarians were significantly less interested in developing their communication skills. Do rural librarians feel that due to the intimacy of their libraries and familiarity with most of their users they don't need additional training in this area? The lower personnel turnover in regional libraries might suggest that many rural librarians have been already exposed to activities on this topic and felt proficient.

**Library and information skills for work with children and schools.** These topics constitute ‘traditional’ areas of competence, and public librarians in Israel serve to a large extent the school children population. Therefore, it was expected that the study would find both need and interest in skills pertaining to library service to schools. Although large numbers of librarians expressed interest in this subject, the study revealed an ambivalent picture. While training in children’s literature and in ways of co-operation with school librarians generated a relatively high interest (69% and 59%, respectively), the great majority of librarians thought that it was not necessary to acquire specific knowledge of the educational system. This finding was quite disturbing, particularly since most public libraries in Israel serve as homework clubs for school children, and librarians frequently complain about the lack of cooperation with teachers. One could not avoid the conclusion that librarians were not really willing to assume responsibility for the establishment of better relations with the school system.

Statistical analyses showed that rural librarians were less interested in skills pertaining to library service to children. The results did not surprise. Regional libraries are indeed located within educational institutions, but these are in most cases high
schools or colleges, and skills such as familiarity with children's and young adults' literature or organisation of reading promotion activities are not practised. On the other hand, branch librarians in cities and towns, whose work involves mainly reference and information services to school children, rated higher school and children library and information skills, highlighting again, from another angle, the narrow match between the current job requirements and the perception of CPD activities.

Another difference between the respondents was recorded according to their library education, with non-academic librarians showing a significantly higher interest in library skills for work with children. A possible explanation might be that librarians with an academic preparation have a larger repertoire of specialised skills and are employed in different areas, leaving the traditional library service to children in the hands of librarians with a lesser education.

Most library directors interviewed stressed the need for closer relations with the school system, in support of the findings of another recent Israeli study (Dotan & Getz, 1997), but without making any reference to the skills needed to achieve this end. No such activities seem ever to have been offered by ICL.

In many cities, school libraries have become units of the municipal library and the Ministry of Education and Culture is encouraging this trend. As long as library directors continue to regard school libraries as miniature public libraries and do not understand that school librarians need substantially different skills and attitudes, the connection with the school system will not be effective.

Resources management. Continuing professional development in skills related to collection development and management received very low ratings in this study. Almost a third of the librarians surveyed indicated a total lack of interest in ‘collection development policies’ and ‘de-selection and preservation principles and techniques’. None of the policy makers interviewed referred to these skills as necessary competencies for public librarians. The findings of several previous studies present an ambiguous picture. Anwar’s (1998) respondents, albeit from academic and research libraries, rated collection development policies and resource sharing third and fourth from fourteen professional skills. Williams (1992) found that workshops on collection development have been offered to US rural librarians in a majority of states, but Park & Row (1992) noted a sharp decline in interest in this topic as compared to the findings of an earlier survey from 1986. MacDougall et al. (1990) revealed that only 3% of the CPD activities attended by UK librarians were in the area of collection
development and management. The finding is puzzling at a time when public library collections undergo a most significant change and methods of decision making and specific selection guidelines must be adjusted to incorporate new publishing formats. Large-scale management issues such as technology, policy, budget and personnel have to be resolved. Might it be that other more pressing subjects took priority, and it's just a matter of perception of the urgency of the skill?

Although no director mentioned collection development skills, at various points during the interviews several library directors have expressed their concern with regard to the 'right mix' of the collections and the increase in operating costs coupled with budgetary constraints. One explanation might be that in Israel's small and medium-sized public libraries, collection management issues are considered solely the director's responsibilities and staff is not involved in decision making, hence the respondents' overt disinterest in topics unrelated to their work.

12.8 Interest in various types of CPD activities

12.8.1 In-house training

The study revealed that many CPD activities took place within the libraries. The questionnaires did not make any reference to in-house training, as the study resolved to focus primarily on external and self-learning continuing professional development. However, library directors interviewed referred repeatedly to these activities. The study will thus present only managers' views and opinions regarding in-house training and librarians' use of this method.

It appears that much new learning emerged from the work itself, ranging from informal on-the-job training to organised internal training sessions, proving Dakshinamurti's (1997) statement that employees need to be trained not only because they are deficient in required knowledge, but because the environment keeps changing. Senge (1990) and his followers have emphasised that organisational learning is team learning and requires a shared vision and system thinking, all possible only when the employees learn together. Not all the libraries surveyed embraced this viewpoint, but in those that did, there was a learning atmosphere.

Internal training was practised mainly in larger libraries, supporting previous research (Slater, 1988), although several smaller organisations, where the director was
keen to train all the staff, succeeded in securing the necessary funds. The interviews supported Haycock’s (1997) view that the factor with the greatest influence on the training programme was the director’s personal philosophy. Those directors who were deterred by the logistics of organising internal training were also more critical of its benefits, and in general, regarded professional development as a personal concern of the individual librarian.

Few libraries had periodical staff meetings, and even fewer regarded them as fora for continuing professional development, in contrast with the findings of Salvati (1976), Slater (1991) and Varlejs (1996). Salvati (1976) noted that this type of popular CPD was one of the easiest modes to engage in, as it was readily available at work. The finding of the present study reflects both on the staff development policy and on the management style of public libraries in Israel, where participatory management is almost unheard of.

Another option, which could be practised more, and not only by libraries in the peripheral regions, is the use of co-operative arrangements in providing CPD activities to staff. There is quite a vast body of literature suggesting that, providing there is good planning, the method succeeds in pooling scarce resources and expanding meagre funds to cover quality training (Prytherch, 1986; MacDougall & Prytherch, 1989). Israel’s small size and high concentration of the population could make this type of arrangement feasible. In practice, the only instances of co-operation between libraries was found at directors’ level, regarding management concerns and use of library management systems. The same support could be used for the benefit of the entire staff.

12.8.2 Social interaction activities

The analysis of the questionnaires revealed that most of the responding librarians indicated a preference for social and semi-formal activities of short duration, supporting the findings of previous studies (Durrance, 1986; MacDougall et al., 1990; Peritz & Shagam, 1990).

All the librarians gave highest ratings (averaging 4.43 on a 5-rank scale) to social interaction events lasting one day, such as visits to other libraries, professional meetings and workshops. In contrast to librarians’ preferences, many library directors considered professional activities of a social character as less responsive to library’s needs, and as a result, they limited their support for such events. About half the
directors favoured visits to model libraries, duplicating almost exactly the findings of Slater (1988) and McCrossan (1988). Professional meetings and one-day institutes were also estimated low in value, because of their relatively high costs and the necessity to release attending staff. Directors preferred to send librarians in managerial positions to these ‘current awareness’ events, as it affected the service level less. Library directors have also indicated that, to their knowledge, none of the librarians employed in their libraries were members of the Israeli Library Association. For the past decade, the association was defunct for all practical purposes, although not officially. Stone (1969) regarded active membership in library associations as an indication of professionalism; the corollary would be that inactivity in library professional associations is a mark of non-professionalism. However, professional meetings take place, organised primarily by the Ministry of Education and Culture or the Israel Centre of Libraries. Librarians’ high interest in attending professional meetings highlights their eagerness to meet colleagues from other libraries and get a wider perspective on professional matters of common concern, and affirms their professionalism. Professional meetings can foster a spirit of fellowship within the profession, ultimately with beneficial consequences for the recipients of service.

12.8.3 Semi-formal activities

The semi-formal activities included conferences and short courses. Both librarians and directors favoured participation in conferences lasting several days. This result, in conjunction with findings from previous studies (MacDougall et al., 1990; Peritz & Shagam, 1990; Alserehy, 1993) suggests that librarians are eager to meet colleagues, exchange information and get acquainted with new methods and new trends. While 81 percent of the librarians were ‘interested’ and ‘most interested’ in attending, the directors were more cautious in their support. They considered conferences as loosely informative events, rather than purposefully instructional, and as such they facilitated a degree of participation while trying to minimise the costs and the service disruption. The common practice of splitting a registration between several librarians in fact transformed the conference into a series of one-day seminars. The cross-fertilisation that could ensue from several intensive days of intermingling with peers and meetings with leading experts was partially lost, lessening also the conferences’ impact as a ‘genuinely developmental process’ (Slater, 1988, p. 18). Two library directors indicated that they advocated participation in the full programme, but many librarians
were reluctant to go for family reasons. It may be assumed that some of these librarians were among the nineteen percent who indicated a low interest in conferences.

The present study listed short courses and workshops separately, but respondents perceived them as the same thing, mainly because in Israel almost all the short courses offered were workshops. They will be discussed here together.

The great majority of policy-makers declared that workshops were the most effective modes of continuing professional development because of their interactive structure and short duration. This finding was congruent with librarians’ high interest in workshops, and consistent with the results of earlier studies (McCrossan, 1988; Williams, 1992; Smith, 1993). The perception of effectiveness and the high interest make workshops a priority mode, which, at this point, warrants the greatest consideration. When the directors were asked specifically about this type of activity, the replies showed dissatisfaction with the existing short courses and workshops. The cost of the events seemed to be responsible, as the acquisition of library-specific skills was wholly funded by the library. Interviews with officials of the Israel Centre for Libraries, the semi-official provider of CPD activities for public librarians, indicated that the pressure to keep costs as low as possible has led to the planning of very short activities, possibly too short. Smith (1993) has warned that workshops that fail to incorporate theory, modelling, practice and feedback do not succeed in imparting the intended skills and do not yield significant and lasting changes.

As expounded in chapter ten, the study found large differences between the reported past participation in various activities over the previous two years and the degree of interest in the same type of activity, with more librarians indicating a preference for modes they had not engaged in. This included all the semi-formal activities listed. Undoubtedly, budgetary considerations might have precluded the participation of librarians in more activities, and to a certain extent, the expression of interest might have been “wishful thinking”. However, a very large discrepancy was notable with regard to CPD courses offered by academic institutions. Fifty percent of the non-participants indicated high interest, highlighting that librarians would like to attend semi-formal activities conducted in formal institutions. Academic institutions provide a certain ‘guarantee’ concerning the quality of the courses and the level of the trainers, which might be missing in other CPD programmes offered by non-academic organisations. On the other hand, librarians were not interested in ‘real’ academic
programmes, preferring the semi-formal format. The interest generated should prompt more academic providers to develop courses geared to this market. Durrance (1986) argued that universities should 'open up' and assume a leading role in continuing professional education, for the benefit of both the profession and the schools of library and information studies. Bryans et al. (1998), in a study unrelated to the library community, urged universities 'not to abandon their graduates to the vagaries of the market place but... to aid the long-term development of individuals and build partnerships with their employers' (p.6).

The interest in semi-formal events (conferences and short courses) decreased with the accumulation of library experience, as more experienced librarians were less interested than the novice librarians. This might indicate a certain disappointment with the results of semi-formal activities, or, perhaps, the recurrent topics were less appealing.

There was no significant relationship between career aspirations and social interaction and semi formal CPD activities. This might indicate that librarians regarded these modes of CPD as only incidental to their aspirations. It might also imply that the profession has not had offerings in the field of social interaction and semi formal activities that met the career aspirations of librarians, and therefore they have not felt motivated to participate in them.

12.8.4 Self-directed activities

Rated third among the four types of CPD activities, self-directed activities demand self-discipline and motivation, and one might assume that few would undertake them. Two types of activities were included in the self-directed mode: reading and independent study. The study showed that 73 percent of the librarians surveyed read professional library literature, 81 percent read job-related non-library literature, and 34 percent indicated independent study of a job-related skill. The figures are lower than those revealed by Varlejs (1996) who noted that three-quarters of librarians' learning time was spent in self-learning opportunities, but higher than the findings of Salvati (1976), two decades ago. In that study 'home study' was ranked extremely low across all three features examined (use, perceived effectiveness and preference), as opposed to reading, which was outstanding in all respects.

The responses received from the policy-makers interviewed were very different to those from the librarians surveyed. Library directors concurred in their positive
assessments of the independent learning that took place 'on-the-job'. The overall picture pointed to many librarians who taught themselves how to operate equipment, the characteristics of new resources or substantive knowledge on a topic of interest to the users. The data resulting from librarians' questionnaires showed that only 34–45 percent of the librarians had used independent study of job-related subjects or skills over the previous two years. The discrepancy might be due to the fact that librarians did not consider the new learning occurring 'while at work' as 'independent study'. Senge's (1990) first principle stated that the individual employees' learning should be tied to the goals of the organisation and shared with co-workers, otherwise the learning is not effective. At times it seemed as the learning going on in public libraries remained at the individual level, and librarians were not always conscious of their learning. Haycock (1997) has shown that ample time was needed for the integration of 'new understandings into professional and personal perspectives', and urged library directors to provide staff time away from their regular responsibilities 'for reflection and assimilation' (p. 319). About a third of the directors have instituted this in their libraries; others might have had similar practices, but not formalised, on an ad hoc basis.

The majority of library directors stated that librarians were not familiar with the current professional literature other than the book reviews in the literary supplements of the weekly papers. This was contrary to librarians' responses, which indicated that 73 percent read library literature. The library literature in Hebrew is limited in terms of volume of output, and it would be regrettable if librarians were not well versed in the topics of interest to the profession. While Varlejs (1996) found that most US libraries used to route professional journals and tables of contents to librarians, in Israel this practice was not strongly encouraged. Slater (1988) has suggested as a measure of good practice the creation and distribution of annotated reading lists according to the perceived needs of staff, but she was aware that this was dependent upon the manager's 'time, knowledge, ability and inclination to do it' (p. 11). The directors interviewed in the present study acted accordingly: some circulated articles of interest among the staff; others, diametrically opposed, objected to the suggestion that they 'push information' and stated that each librarian was responsible to maintain his or her professional currency and up-to-date knowledge.

Segmentation of the librarians' answers revealed a negative correlation between age and the interest in self-directed learning, indicating that older librarians were less
inclined to assume independent CPD activities. As the proportion of librarians in the over-fifty age group is quite large (45 percent), library directors could define expectations and organise staff development activities to help all the staff learn.

A high correlation \((r = .59)\) was found between participation in self-directed learning in the past and continued interest in self-learning opportunities, suggesting that those involved in these activities perceived them as less demanding and more satisfying.

**12.8.5 Active involvement professional development**

Intellectual activities requiring more active behaviour were ranked the lowest as preferred CPD activities \((\text{Mean}=2.84, \text{on a five-rank scale})\), in sharp contrast with Dotan & Getz (1998) who noted a high interest in academic courses \((\text{among five types of CPD activities})\). An explanation of this lack of interest might be that these types of CPD activities do not easily, nor readily, lend themselves to use. The results might also imply that public librarians in Israel were not willing to devote a very high level of intellectual energy and commitment to further their professional development.

Among the individual CPD opportunities listed, participation in **academic courses** generated a higher interest than other, less well-known activities. As evident from the directors’ interviews, a number of librarians were registered on academic courses to upgrade their library or academic qualifications, perhaps in anticipation of a career move that required a higher degree.

**Research** was of interest to very few respondents, as corroborated also by the library directors interviewed, highlighting the fact that the profession appears to lack a research culture. The results confirmed the findings in the literature which showed that public librarians in general \((\text{and anywhere})\) were not very active in research \((\text{Price, 1986; McCrossan, 1988; Goodall, 1998; Ashley et al., 1998})\). Nevertheless, considering that fewer than three percent of the librarians surveyed have ever participated in research, the high interest shown by 15.6 percent could be cultivated and encouraged by the agencies concerned with public libraries and with librarians’ CPD, by initiating and funding various research projects. The study indicated that those who had conducted research during the previous two years gave top rating \((\text{Mean} = 5)\) to this activity, as opposed to a very low rating \((2.18)\) given by those who had not been exposed to this method. The UK project reported by Ashley et al. (1998)
regarding the teaching of research skills to interested public librarians should serve as a model to learn from and imitate.

A similar pattern was seen with regard to committee work. Few have participated, perhaps because most public libraries in Israel do not involve the staff in decision-making (as evident from the interviews conducted), but many more (28 percent) expressed their interest in this activity. The finding is consistent with previous studies that also indicated low participation in committee work (Price, 1986; Alserhey, 1993). In this respect, it seems that the survey questionnaire has influenced the respondents by pointing out to them new directions for professional involvement, as expressed by them during the pre-test phase. Librarians who indicated a high interest in committee work might have regarded it as a means to increase their involvement in the management of the library and to network with peers from other libraries.

Teaching and lecturing was another activity that interested a large proportion of librarians (32 percent), most of them without any previous experience; library directors, too, favoured this activity and considered it as a very effective type of CPD. This would indicate that teaching as a type of CPD should be encouraged. However, teaching is a distinct profession and librarians interested in serving as trainers should be assisted to develop instructional skills in order to provide quality training and maintain high standards of CPD activities.

One is led to speculate that with regard to the preceding modes of active involvement CPD, if conditions were optimal and each activity were easily accessible and as free of hindrances as possible, the usage might have increased.

Participation in discussion groups on the Internet was practised by very few individuals, but generated a high interest, and even those who had never used this activity expressed an above average interest. During 1998/99 many public libraries have introduced the Internet as a public service, hopefully facilitating also the use of this venue for the CPD activities of librarians.

12.8.6 Differences among librarians

Statistical analyses revealed that younger librarians with a higher level of library education were more interested in CPD activities demanding an active involvement. While teaching and conducting research for publication require, indeed, a solid academic preparation, other forms of professional development included in this factor (i.e. membership in committees) do not necessarily require an academic degree, and it
would be regrettable if experienced librarians with lower-level preparation would avoid these activities.

The negative correlation between both age and length of library experience, on the one hand, and interest in CPD opportunities, on the other, appeared with regard to all types of activities except the social interaction ones. This relationship shows that librarians who, presumably, finished their basic library education some time ago, have a low interest in furthering their professional development and are more prone to obsolescence.

The correlation found between career aspirations and interest in active-involvement type of CPD is consistent with the findings of Stone (1969), thirty years ago, who noted that librarians who aspired to a different type of job situation engaged in more professional development activities than librarians content with their current position. This positive tendency suggests that librarians saw in active involvement activities a means of reaching their career aspirations and were prepared to invest more time, energy and intellectual efforts in CPD events. Policy-makers in the library community should nurture the intellectual drive of aspirants to higher positions, so that the managers of tomorrow should have a solid research and theoretical basis.

The high correlation between interest and past participation in active involvement or self-learning CPD activities implies that there are librarians who are not deterred by demanding programmes of study but are willing and ready to undertake exacting activities on a continuous basis. With the proper encouragement and support, this group could serve as an inspiration to their co-workers and perhaps serve as the driving force in a systematic programme of staff development.

12.9 Voluntary or Mandatory CPD?

The question startled library directors and stakeholders, and prompted most of them to agree that mandatory CPD could be very beneficial to the image of the profession and the marketability of librarians, echoing the arguments presented by Freeman (1994), Noon (1994) and Roberts & Konn (1991). A unique argument, which did not appear in the literature surveyed, referred to the hope that mandatory CPD would translate into enlarged funds for training, as local authorities would have to support the professional updating of their employees.
Further consideration of the issue brought forth many objections, some ideological, being perceived as a negation of professionals' ethos, others practical, related to the problems of monitoring the involvement in CPD and disciplining reluctant professionals.

This study has revealed that Israel's public libraries lack a culture of training, and therefore it appears that mandatory CPD is far away. A stronger library association might begin by promoting the idea of voluntary CPD, perhaps by developing a document similar to the LA's *Framework for Continuing Professional Development*. Vigorous advocacy of the importance of training and updating in the overall strategic planning of libraries and in the provision of quality service might be an additional step aimed at securing funds for librarians' continuing professional development.
CHAPTER THIRTEEN

CONCLUSIONS

13.1 Overview

This chapter concludes the study by briefly summarising the major results obtained in view of the original objectives and hypotheses. Practical implications and recommendations for further research are also pointed out.

The system view of continuing professional development at the basis of the study highlighted the interactions among various elements of the public library environment. The empirical work was led by a conceptual model designed specifically for this study (presented in chapter six), that predicted that four independent variables would have significant effects on employees' interest in various types of CPD activities. The four variables selected were librarians' perceptions of the applicability of new skills at work, motivational factors, deterrent factors and educational interest. The research design included both qualitative and quantitative approaches, in order to gain a better understanding of the issues under investigation from both the employees' and managers' perspectives, and developed a causal model. The combined results of the interviews and the questionnaire survey and the subsequent path analysis demonstrated that the theoretical model designed is appropriate for analysing factors influencing employees' interest in several types of CPD activities.

13.2 Summary of major findings

The objectives of the study were as follows:

- To ascertain the attitudes of librarians and library stakeholders toward CPD.
- To investigate work environment factors and management policies regarding librarians' CPD.
- To explore librarians' motivation to engage in CPD and their perceived constraints with regard to participation in CPD.
- To examine the interest of librarians and policy-makers in various topics and types of CPD activities.
13.2.1 Attitudes toward CPD

Most library stakeholders interviewed held professional librarians to be solely responsible for their own CPD, in sharp contrast to the human resources management literature, which emphasises the organisational commitment to staff development, as reviewed in chapter six. In contrast, the majority of librarians surveyed attributed most responsibility to the employing library, followed by their own responsibility. To a large extent, librarians held libraries responsible both for initiating employees' participation in CPD activities and for the provision of material support to facilitate participation. These divergent views led to misunderstandings between managers and librarians and to a measure of ill feeling. From a strategic perspective, the question would be how to optimise the mix of top-down pressure, incentives and responsiveness, on the one hand, and bottom-up initiatives, development and accountability, on the other.

A small majority of librarians has participated in CPD within the two months preceding the survey, yet ninety percent indicated that they had been involved in some form of professional development during the previous two years. This might indicate an overall positive training culture, but as revealed by the findings in chapter nine and discussed in chapter twelve, the CPD activities were often haphazard and did not include an element of continuity.

The study revealed that librarians were only mildly satisfied with the current provision of CPD, with only about forty percent expressing overall satisfaction. There is evidence that librarians in geographically peripheral regions encounter problems of access to a variety of external development opportunities of high quality or to expert trainers for in-house CPD activities. Both stakeholders and librarians suggested that dissemination of information about CPD opportunities was inappropriate and prevented many librarians from attending.

13.2.2 Work environment factors

During the past decade, the public library environment in Israel has experienced major changes (social, administrative and technological) which had repercussions on staff development and training. Although all stakeholders interviewed had a positive attitude towards CPD, the results of the study showed that public libraries did not have a properly resourced and planned CPD programme, aligned with organisational goals. While technological changes were widely acknowledged, public libraries did not
appear to incorporate the need for maintaining technological competence among professionals into their plans. No library surveyed was found to have a coherent CPD policy, specially designated training officers or formalised training needs assessment, which, as suggested in chapter twelve, might have ensured libraries of a more skilled and proactive professional staff. Most libraries addressed very short-term needs by enabling employees to attend professional development programmes that answered the library’s immediate needs. Many libraries used funds from a central municipal training budget, which required a certain measure of bureaucratic and political know-how in order to secure timely support for librarians’ training. In most libraries there was no training monitoring mechanism and no rewards were offered for participation and implementation of the new learning. In summary, although most libraries did invest resources in their employees’ CPD, this was done on an ad-hoc basis, and continuing professional development was not routinely linked to library long-term objectives and overall organisational strategies or mission.

The great majority of librarians surveyed affirmed that they were able to make use of the new skills acquired in training, and that the supervisors and library technology facilitated the applicability of training. However, a sizeable minority complained that work pressures and lack of time prevented them from practising the new learning and integrating it in their ongoing work. Librarians from economically disadvantaged localities indicated that the usefulness of the new skills was low due to inadequate technology infrastructure and severe shortage of staff.

The model designed for the study hypothesised that librarians’ perception of the applicability of new learning was positively associated with motivation to participate in CPD, educational interest, and interest in various CPD activities.

According to the findings presented in chapter eleven it may be concluded that there were significant relationships between the Applicability of New Skills factor and all motivational factors, most educational interest factors and all four types of CPD activities. It appears that librarians who believed that the new learning would be useful in their work were motivated by a variety of reasons to participate in CPD. Likewise, these librarians showed a higher interest in all types of CPD activities, be they social events or active-involvement activities. Concerning the professional areas of competence, respondents who rated highly the Applicability of New Skills factor were much keener than the other librarians to upgrade their skills in IT topics, and at a lesser degree also in management, communication and children’s librarianship skills.
Conversely, librarians who rated highly the *Irrelevance of New Skills* factor regarded as relevant all deterrent factors, indicating that they were susceptible to a wide range of constraints. In four cases, the correlation between factors was significant.

**Therefore, it may be concluded that the results have supported the hypothesis stated above.**

### 13.2.3 Motivational orientation

The overwhelming majority of librarians surveyed indicated that their reasons for participation in CPD stemmed from their aspiration to be professionally competent as well as to provide improved professional service to users. While library stakeholders agreed with the first reason, they failed to recognise the latter. Chapter twelve suggested that the oversight of CPD as a component of a quality service marginalised staff development in libraries, and recommended linking CPD policies to measures of quality service.

Another major discrepancy related to the extrinsic motivation of librarians. Many librarians were indeed interested in material benefits for participation in CPD, but this reason emerged as less important, compared to the prospect of professional development. In sharp contrast, library directors and policy-makers considered the extrinsic reasons as chief motivators to participation in CPD. Chapter twelve proposed that stakeholders’ attitudes and policies toward staff development were influenced by their misunderstanding of librarians’ motivation for CPD.

Many library directors minimised the organisational value of professional social events, which were rated relatively highly by librarians. It was suggested that the professional interaction eased the sense of isolation of librarians and sustained cross-fertilisation of ideas and experiences, and as such, it contributed to the achievement of organisational goals.

Organisational reasons were listed last among librarians’ reasons for participation in CPD. There is evidence, consistent with the literature examined, that supervisors who expected their staff to upgrade their technical competence and who initiated group learning succeeded in creating a learning environment. Most libraries studied did not exhibit features of a continuous learning organisation. Chapter 12 suggested that the reason most librarians did not perceive their libraries as encouraging CPD was perhaps related to limited training budgets and to an emphasis on external training.
It was predicted from the theoretical model proposed in Chapter six that there was a direct relationship between motivational orientations and educational interest and interest in CPD activities, with significant differences between librarians according to their motivation (intrinsic or extrinsic reasons).

The findings presented in chapter eleven indicated that all the motivational factors were correlated to educational interest factors and to interest in various types of continuing professional development. Furthermore, the study demonstrated that motivational orientations coupled with strong educational interest led to high interest in active involvement and self-learning CPD activities.

Librarians motivated to maintain and upgrade their professional competence seemed to be interested in a plethora of topics. However, the hypothesis stated was only partially supported, as not many differences were found between the intrinsic and extrinsic motivations and educational interest.

Regarding the interest in various types of CPD activities, motivational orientation was found to have a positive relationship with all types of activities. As elucidated in chapter eleven, path analysis has indicated that intrinsic reasons directly influenced the interest in three types of activities (social, semi-formal and self-learning methods), while extrinsic reasons affected the interest in CPD activities indirectly, through the mediation of the educational interest factor. The hypothesis was thus supported.

13.2.4 Deterrents to participation

The reasons indicated by librarians for not taking part in CPD pertained mainly to activity shortcomings (i.e. perceived low quality) or to barriers arising from an unfavourable work environment, such as inability to obtain time release and insufficient financial support. Less than ten percent of the respondents noted personal or domestic difficulties as deterrents to CPD participation, as opposed to the library officials interviewed who suggested that librarians avoided participation in CPD due to such obstacles.

Additional reasons provided by a number of stakeholders were related to the individual librarians, who were described as indifferent to their profession and to their career and reluctant to invest time, effort and money for their own professional development. Most of the officials conceded, however, that a major deterrent to librarians’ participation in CPD was the cost involved when the library did not provide
the necessary funds. These reasons did not appear to be unique to the Israeli context as they were found in previous studies conducted in the UK and US.

Several differences emerged through statistical analyses within the groups of librarians. The time deterrent was rated higher by librarians delivering direct service to users, particularly those lacking managerial responsibilities. Chapter twelve proposed that understaffing might thus discriminate against 'line' librarians with inflexible work schedules and prevent them from maintaining and upgrading their skills. This situation could have negative implications for the quality of the service rendered to users. Part-time librarians, who constitute the norm rather than the exception in Israel's public libraries, were particularly affected by cost deterrents.

The study hypothesised that perceptions of deterrents to participation in CPD would be inversely related to educational interest and interest in various types of CPD activities.

The few positive relationships obtained were not statistically significant. It seemed as librarians who perceived many obstacles to participation in CPD activities were not especially interested in any professional development topic. Those deterred by lack of confidence were particularly not interested in developing their IT skills, suggesting a need for intensified training in this professional area.

Deterrent factors also had negative significant correlations with the four types of CPD activities, suggesting again that librarians deterred from participating in CPD were equally disinterested in any type of professional development. Particularly revealing was the negative relationship between lack of confidence and interest in semi-formal activities (such as conferences and short courses). Chapter twelve suggested to pay more attention to the development needs of the older and more experienced librarians who might be more affected by lack of confidence, particularly in the context of the new information technologies.

The results presented in Chapter eleven confirm the hypothesis of the study.

13.2.5 Interest in educational topics

Information and reference skills comprising an element of ICT were identified by public library stakeholders as the most desirable topics for librarians' CPD, from the library perspective; as evidenced by the empirical study, librarians seemed eager to develop their competencies in the same professional areas. The skills targeted were the more advanced ICT skills such as familiarity with networked information, building
and maintaining the library homepage, organising digital information, and user education skills.

Management skills appeared to attract far less interest. The majority of library stakeholders indicated that librarians should develop some management skills, particularly in marketing and assessment of community needs. Although most stakeholders stated that quality service was a major objective of the public library, few thought that appropriate training might be used to develop the necessary skills. On the other hand, close to 80 percent of the librarians noted that they would like to take part in CPD activities on customer care and quality service, presumably because they were aware of their lack of skills in these areas.

Approximately half the librarians surveyed showed interest in several additional areas of management such as human resources management and evaluation of library services, while strategic planning seemed to interest a third of the respondents. Among the librarians, those responsible for cultural activities and computer co-ordinators seemed particularly interested in these topics. In general, the intention to undertake CPD in management skills was positively correlated with the existence of supervisory responsibilities. Chapter twelve discusses the large discrepancy existing between stakeholders’ attitude as opposed to librarians’ interest in managerial skills.

The study found another disagreement between librarians and stakeholders with regard to communication skills, ranked by librarians second after ICT competencies, but considered by library officials as a lower priority.

Skills pertaining to library and information service for children and schools also engendered contradictory views. Most librarians indicated their willingness to study children’s literature and learn more about co-operation with school librarians but showed little interest in topics associated with the educational system. Chapter twelve concludes that public librarians were not inclined to assume leadership in collaborating with the school systems, and suggests that library work with the school population required special skills and attitudes which should be developed.

Both librarians and library policy makers expressed a very low interest in developing librarians’ skills in collection development and management. Chapter twelve proposed that a possible reason for the result might be that in Israel, the majority of staff is not customarily involved in collection development and management, considered mainly a managerial function.
It was hypothesised that educational interest would be directly related to interest in various CPD activities.

The results presented in chapter eleven showed that four out of five educational interest factors were significantly correlated with all types of CPD activities; moreover, most correlations were moderate to high and high. Interest in management skills and in ICT skills was strongly associated with self-learning and active-involvement activities; the correlation with social activities was low but significant, indicating that those interested in these skills were quite determined to gain them. The hypothesis was therefore supported by the results.

13.2.6 Types of activities

The study revealed that larger libraries made extensive use of internal training, ranging from informal on-the-job training to organised in-house training sessions. Most librarians gave high ratings to social and semi-formal activities of short duration, particularly visits to other libraries, professional meetings and workshops. In contrast to librarians' preferences, many library directors showed limited support for such events. Both librarians and directors favoured participation in conferences lasting several days.

The great majority of policy-makers regarded workshops as the most effective vehicle of continuing professional development, but they expressed dissatisfaction with the existing short courses and workshops. Chapter twelve suggests that some of the activities offered might have been too short and intensive (due to providers' willingness to lower the costs), with too little time allowed for practice and feedback.

A large number of librarians were highly interested in semi-formal activities conducted in formal institutions.

Most library directors believed that librarians were not familiar with current professional literature, contrary to librarians' responses, which indicated that 73 percent read library literature.

Active-involvement CPD activities attracted the lowest interest among all types of CPD. However, almost a third of the librarians were interested in teaching library topics or being involved in committee work. Former participants in active-involvement CPD opportunities were more interested in these activities than the non-participants. Chapter twelve suggested that some of these types of activities are highly intimidating, but successful involvement lessens the apprehension.
13.3 Causal Models

The study examined two causal models of participation in CPD. In the first model, the *applicability of new skills* was exogenous; in the second model, the *reasons for participation* and the *deterrent factors* were exogenous. In both models the target was the *interest in types of CPD activities*. Path analysis was used to estimate the influence of the various factors.

Although both models supported the relationship between variables, the first model was deemed more appropriate, as the correlations were stronger.

It can be concluded that employees' perceptions regarding the favourability of the work environment to the application of new learning influence the motivation to participate in CPD, both for material and professional reasons. Involvement in active-involvement and self-learning CPD is mediated by the educational interest, but professional reasons for participation in CPD affect also directly the interest in self-learning, social and semi-formal CPD activities.

13.4 Practical implications of the study

The results of this research have implications for various aspects of continuing professional development. Wider dissemination of the results through publication in the professional literature is expected to create discourse in the profession and facilitate the application of the research findings.

13.4.1 Work environment support

The current research revealed a close relationship between librarians’ perceptions of the work environment and interest in CPD activities. Librarians who were convinced of the usefulness of new skills were more likely to pursue CPD activities, while those who believed that new skills were irrelevant to their work were deterred by a wide variety of factors. This suggests that perceptions of the availability of organisational resources and of library’s attitudes to new knowledge might intensify librarians’ motivation to learn new methods and skills.

Participation in training programmes would increase if the work climate were more supportive and encouraged changes and personal development. Since most public libraries cannot offer opportunities for promotion to their professional
employees, library directors should consider multi-skilling or job rotation as a way of adding challenge and interest in the job. Committee work and participation in library ‘think tanks’ would encourage librarians to undertake development activities and to integrate new learning at work, thus transforming the library into a ‘learning organisation’.

Instituting specific training policies, including monitoring, appraisal systems and reward systems might reinforce the view that continuing professional development is a desirable process. Undoubtedly, from the library’s point of view CPD could be regarded as an expensive and time consuming endeavour, but, as shown by Goulding & Kerslake (1996), better trained librarians are more efficient and effective professionals and might thus alleviate the impact of under-staffing that characterises Israel’s public libraries.

The findings of the study suggest that the Department of Libraries and the professional organisation were not involved in ensuring that public library directors were supportive of librarians’ professional development. Organisational rewards to directors who provide feedback and encouragement for librarians’ acquisition and use of new skills should stimulate the development of this type of climate.

These changes will not be obtained without securing the commitment of library directors and other public library stakeholders. The very process of data collection was thought provoking in many cases, but this ‘buy-in’ process should be continued through focus groups and workshops with management.

13.4.2 Motivational factors

The study has revealed a serious mismatch between librarians’ motivations and directors’ perceptions of the strength of motivators. It seems obvious that something ought to be done to redress this situation.

Professional reasons for participation in CPD were found to have a strong influence on all types of development activities. This finding suggests that library stakeholders interested in stimulating librarians’ interest and involvement in CPD activities should take steps to ensure that professional librarians have high levels of motivation to develop professionally. Linking library service goals to training programmes and giving credit to librarians who apply novel methods at work would enhance the motivation to acquire new knowledge and skills.
The current study shows that many librarians were motivated to attend social professional events in order to socialise with other librarians and learn from their experience. Although less structured, this type of development activity may be very effective, particularly if participating librarians were asked to report to their colleagues on the new concepts acquired, thus reinforcing their own understanding.

13.4.3 Deterrents to participation

The study indicated that the perception of deterrents had a consistent and significant negative influence on all types of development activities. This suggests that library stakeholders should be interested in lessening as much as possible the impact of the perceived obstacles in order to ensure the public library of a skilled professional workforce.

The most frequently deterrents cited were the high cost of the activity and lack of time. Directors’ contention that librarians were indifferent to their professional development may be understood in the context of a profession lacking a strong training culture. It might be assumed that the cultivation of a professional climate, as it was suggested above, would, in time, alleviate this symptom. Should organisational innovation and learning become a higher organisational priority, CPD would become a tool of achieving this goal and funds and time release might be more easily secured for clearly needed training.

13.4.4 Professional knowledge and skills

The researcher compiled a list of 31 competencies validated by eight subject matter experts as the most necessary for public librarians in Israel. However, the majority of librarians surveyed expressed their interest in a much smaller range of competencies.

The current study has indicated that the larger the educational interest, the higher the interest in high-involvement and self-learning types of CPD activities. A comprehensive assessment of training needs, based on an agreed list of required competencies for public libraries, might point to areas that should be enhanced in order to ensure the public of an up-to-date, high quality service. Libraries should stimulate librarians’ interest in specific topics by assigning higher responsibilities in new areas to librarians who develop themselves. Participation in conferences and
internal sessions with invited outside experts might highlight the importance of the various competencies.

13.4.5 Professional Development Activities

This study has found that internal training, extensively used by larger units, was considered both effective and efficient. It would be appropriate for smaller libraries to collaborate in order to provide their staff with affordable local training opportunities. This might prove especially beneficial for peripheral libraries.

Another highly relevant type of CPD might be through distance learning. As most public libraries in Israel have Internet access, specially designed CPD programmes would afford interactive, high quality, expert-led activities that overcome the problems of distance and time. Of course, designing learning materials for delivery across networks is a costly and time-consuming enterprise that should require CPD providers to co-ordinate their activities and possibly even to co-operate.

The study has also revealed that many librarians would have liked to attend CPD activities within institutions of higher learning. This finding must prompt LIS schools within colleges and universities to develop more CPD programmes geared to a professional audience, thus contributing to a higher professional level of all practitioners. As many librarians have expressed their interest in accumulating credits towards an academic degree; higher education institutions should consider the possibility of granting academic credits for participation in CPD courses.

As observed in chapter twelve, the interest generated by newer CPD avenues such as involvement in research projects and committee work should be encouraged by libraries and other related agencies as a means of enhancing librarians’ professional development.

13.4.6 Summary

A possible formula for a productive continuing professional development of public librarians might be a mixture of state level direction, local initiatives, partnerships with various stakeholders and personal accountability.

At the state level, the Department of Libraries and the professional association could perhaps articulate the desired outcomes from the library users’ perspective, emphasising as its goal the support of all library users in achieving higher levels of information access and use. As argued by Slater (1991) almost a decade ago, it is
‘necessary to identify who we are training for what’ (p. 23). Designing a list of desired competencies for public libraries might also be done at a state level.

Support of local CPD initiatives, such as funding exemplary programmes and cooperative endeavours, might be worthy investments. Successful practices should be identified and advertised.

Establishing alliances with other stakeholders, such as professional associations, colleges and universities, could ensure the library profession of a wider range of high quality, systematic programmes.

The professional association could play an active part in stressing the importance of having a skilled workforce and encouraging library directors to support staff development. Another duty of the professional body might be to create a ‘learning culture’ among its members and to help them build career paths.

The study has indicated that most librarians were eager to develop professionally, but felt little pressure or encouragement from the employing library or their supervisor to do so. The practical implication of this finding might be that the professional association and the employing libraries should reiterate their expectations that professional librarians would be actively engaged in sustained, intensive and high-quality lifelong professional development. Although the results of the study did not infer that compulsory CPD could be achieved in Israel at this point, the Israel Library Association might consider instituting a system of advanced professional degrees or titles, similar to the fellowship of the UK Library Association. The advanced professional status would confer professional distinction and honour on librarians for enhancing their abilities. The association could then integrate the new titles within the salary agreements negotiated with local authorities and the job requirements for different positions, thus providing additional incentives to librarians’ continuing professional development.

The findings of the study have indicated a possible direction for organised CPD activities, which could maximise the outcomes. For example, providers should consider offering short programmes in areas directly relevant to the work, while ensuring that there is a clear element of continuity and librarians can progress through a series of planned activities. While topics related to ICT skills engender the support of library directors, topics in management should be addressed in connection with specific programmes deemed desirable by library directors, such as programming for adult services or marketing library services to the school system. Wider dissemination
of information should be provided to targeted audiences, particularly to past participants in organised activities. Younger professionals have indicated their interest in structured courses, therefore LIS schools might begin engaging in CPD by offering their recent alumni specially designated activities in topics that used to be 'elective' courses during the basic library education.

13.5 Suggestions for related research

As a result of this study, a number of related issues emerged for further investigation:

a. It would be useful to examine the generalisability of this theoretical model across different groups, such as the new immigrant librarians from the Former Soviet Union, which might have unique characteristics impacting on their participation and/or interest in CPD.

b. Further research might explore the competencies required for public librarians in Israel, in the light of the changes that have occurred in the library community, and determine the training needs on a national basis. The results of such a study could, then, serve as a basis for localised training needs assessments and periodic evaluations.

c. The model developed for this study does not include any personality characteristics, such as librarians' need for autonomy, or their levels of self-efficacy or self-esteem, all which could have an impact on their CPD interests. Further research might examine whether including these personality variables would enrich the model, or perhaps a model focusing on the factors included is sufficient.

d. The library and information sector might benefit from more descriptive research aimed at identifying a profile of continuous learning public librarians. Such research might generate a list of characteristics of up-to-date librarians, such as that designed by Dubin (1990) for the engineering profession. Appropriate methodologies for this type of research might be interviews with professional librarians and library stakeholders, combined perhaps with other qualitative methods such as critical incident techniques. The 'profile' might be of particular interest to human resource management in the LIS sector.


409


Comedia (1993). *Borrowed time*.


BIBLIOGRAPHY


422


## APPENDIX 1

### LIBRARIES IN WHICH PROFESSIONAL LIBRARIANS WERE SURVEYED BY QUESTIONNAIRES

1. **Large Cities (population - over 100,001):**

<table>
<thead>
<tr>
<th>Geographical region</th>
<th>Name of City</th>
<th>Population</th>
<th>SES Index&lt;sup&gt;(1)&lt;/sup&gt;</th>
<th>Number of questionnaires distributed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern Region</td>
<td>Haifa</td>
<td>246,700</td>
<td>0.68</td>
<td>18</td>
</tr>
<tr>
<td>Central Region</td>
<td>Tel Aviv</td>
<td>355,200</td>
<td>0.52</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Holon</td>
<td>163,700</td>
<td>0.37</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Rishon Lezion</td>
<td>160,200</td>
<td>0.57</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Petech Tikva</td>
<td>152,000</td>
<td>0.41</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Netanya</td>
<td>144,900</td>
<td>0.11</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Bat Yam</td>
<td>142,300</td>
<td>0.19</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Ramat Gan</td>
<td>122,200</td>
<td>0.67</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Ashdod</td>
<td>120,100</td>
<td>-0.10</td>
<td>8</td>
</tr>
<tr>
<td>Jerusalem Region</td>
<td>Jerusalem</td>
<td>578,800</td>
<td>-0.13</td>
<td>20</td>
</tr>
<tr>
<td>Southern Region</td>
<td>Beer Sheba</td>
<td>147,900</td>
<td>0.22</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>142</strong></td>
</tr>
</tbody>
</table>

2. **Medium Cities – 40,001 – 100,000 inhabitants**

<table>
<thead>
<tr>
<th>Geographical region</th>
<th>Name of City</th>
<th>Population</th>
<th>SES Index&lt;sup&gt;(1)&lt;/sup&gt;</th>
<th>Questionnaires distributed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern Region</td>
<td>Akko</td>
<td>45,300</td>
<td>-0.42</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Kiryat Ata</td>
<td>42,500</td>
<td>-0.13</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Kiryat Yam</td>
<td>39,100</td>
<td>0.19</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Nazareth</td>
<td>55,500</td>
<td>-1.27</td>
<td>4</td>
</tr>
<tr>
<td>Central Region</td>
<td>Rehovot</td>
<td>84,900</td>
<td>0.76</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Herzlyia</td>
<td>83,800</td>
<td>0.78</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Kfar Saba</td>
<td>67,500</td>
<td>0.52</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Hadera</td>
<td>60,200</td>
<td>0.03</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Raanana</td>
<td>57,500</td>
<td>0.90</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Ramla</td>
<td>57,300</td>
<td>-0.57</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Lod</td>
<td>51,200</td>
<td>-0.53</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Givetaim</td>
<td>46,500</td>
<td>0.91</td>
<td>10</td>
</tr>
<tr>
<td>Southern Region</td>
<td>Ashkelon</td>
<td>80,100</td>
<td>-0.28</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Kiryat Gat</td>
<td>42,500</td>
<td>-0.24</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>92</strong></td>
</tr>
</tbody>
</table>

<sup>(1)</sup> Shprintzak et al. (1992).
Appendix 1-b

MAP OF ISRAEL

GEOGRAPHICAL DISTRIBUTION OF LIBRARIES SURVEYED

(prepared by the researcher with the assistance of Geocartography Ltd, Israel. 2000)
ישראל
APPENDIX 2
QUESTIONNAIRE ON CONTINUING PROFESSIONAL DEVELOPMENT (CPD) FOR PUBLIC LIBRARIANS

The questionnaire is aimed at professional librarians, who have completed a two-year programme in the field of library and information studies, and who are employed in public libraries.

CONFIDENTIALITY: The questionnaire is absolutely anonymous. The results of the study will be published only in the form of statistical analyses, and neither librarians nor employing libraries will be identified.

The survey is conducted as part of my advanced research at Loughborough University, England, but the conclusions will be applicable in the planning and implementation of continuing professional development (CPD) programmes for public librarians in Israel.

The following questions address your work and your job in the library:

[A] Type of library (Please tick X where applicable):

[ ] central / independent library
[ ] branch library

[B] Do you hold a supervisory position in the library (such as: director, assistant director, branch/division/subject manager, etc.)? (Please tick X where applicable)

No _____ Yes _____ which position? _______________________

[C] What are your functions in the library? (Please circle the numbers of all the relevant answers):

1. Adult Reference
2. Children’s Reference
3. Circulation
4. Reading Promotion
5. Collection Development
6. Cataloguing/Classification/
   Indexing
7. Non-print (media, electronic)
   librarian
8. Cultural Activities
9. Computer Coordinator
10. Management
11. Other ________

[D] What is your main job (one answer only. Please indicate the appropriate number, as in question [C] above):

job no. _____

[E] Do you work Full Time or Part Time? (Please tick X in the appropriate box):

[ ] full-time   [ ] part time - 50% and above   [ ] part time - less than 50 %
How interested would you be to participate in CPD activities in each of the following skills or professional areas? (Please circle the appropriate number):

1=not interested; 2=of little interest; 3=somewhat interested; 4=interested; 5=most interested

<table>
<thead>
<tr>
<th>PROFESSIONAL LIBRARY SKILLS AND KNOWLEDGE</th>
<th>not at all interested</th>
<th>most interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. De-selection and preservation principles and techniques.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2. Use of marketing and public relations principles in the library.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3. Indexing of print and non-print resources</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4. Evaluation of library services and programs (cost-benefit, efficiency, etc.)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>5. Understanding of the special information needs of certain individuals or groups.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>6. Co-operation and networking with other libraries.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>7. Courteous and assertive communication with staff and users, including &quot;problem&quot; library users.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>8. Organisation of reading promotion activities.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>9. Understanding the educational system, the curricula and the prevailing teaching methods.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>10. Developing and managing the library budget.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>11. General computer applications – word processor, data bases, electronic spreadsheet, DTP.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>12. Effective participation in teamwork and co-operation with staff members.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>13. Collection and analysis of data for planning and decision-making.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>14. Effective work with library systems.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>15. Familiarity with information resources (print and electronic) in a variety of disciplines.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>16. Building a library website and maintaining a homepage.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>17. Implementation of quality service in the public library.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>18. Expertise in the provision of information skills instruction, including the use of Internet resources.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>19. Co-operation with other agencies in the community to support literacy and adult education.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>20. Development of a strategic plan (mission-goals-objectives) and preparation of output measures.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>
21. Human resource management -- role definition, staff management and conflict resolution.  
   |_ |_ |_ |_ |  
22. Effective co-operation with school librarians and with teachers.  
   |_ |_ |_ |_ |  
23. Familiarity with children's and young adults' literature.  
   |_ |_ |_ |_ |  
24. Organisation of digital information from Internet.  
   |_ |_ |_ |_ |  
25. Collection development based on community information needs and principles of intellectual freedom.  
   |_ |_ |_ |_ |  
26. Effective work with networks (including e-mail, ftp, navigation skills).  
   |_ |_ |_ |_ |  
27. Developing and writing a collection development policy.  
   |_ |_ |_ |_ |  
28. Selecting, acquiring and organising audio-visual and digital resources.  
   |_ |_ |_ |_ |  
29. Advanced reference skills, using print and non-print resources.  
   |_ |_ |_ |_ |  
30. Updating reference skills: reference interviews and new basic reference resources.  
   |_ |_ |_ |_ |  
31. Updating cataloguing and classification principles and techniques.  
   |_ |_ |_ |_ |  

**[G] The following bodies are involved in librarians' continuing professional development. In your opinion, what should be the degree of responsibility of each body to librarians' CPD? (Please circle the number that indicates your opinion)**

1 = most responsible; 2 = responsible; 3 = somewhat responsible; 4 = usually not responsible; 5 = not responsible

<table>
<thead>
<tr>
<th>Body</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>library and information schools</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>employing library</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>librarians themselves</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Israeli Library Association</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>local authority</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Ministry of Education and Culture</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>professional bodies (Centre for Libraries,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teldan, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>commercial organisers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>other</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
The questions below relate to various types of continuing professional development (CPD) and are divided into TWO sections, columns A and B.

In column A the aim is to determine your involvement in various CPD activities. Please circle “1” if you have participated since Sept. 1, 1995 in this type of activity, or, if you not participate, please circle “0”.

In column B, the aim is to determine the degree of your interest in each type of activity. Please circle the number to indicate your interest according to the following scale:

1= not interested at all.............. 5= most interested

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>participation since 1/9/95</td>
<td>degree of interest</td>
</tr>
<tr>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>1 0</td>
<td>1. attending a short course (ca. 20 hours) organised by a professional association, by the employing library, by an information or a library system supplier, in-house or outside the library.</td>
</tr>
<tr>
<td>1 0</td>
<td>2. independent reading of professional literature (journal articles, books, or material drawn from Internet) in the field of library and information studies</td>
</tr>
<tr>
<td>1 0</td>
<td>3. independent reading of literature in various job-related topics</td>
</tr>
<tr>
<td>1 0</td>
<td>4. study of one subject in an academic institution, in a programme conducive to an academic degree (with all the usual academic requirements – exams, readings, regular attendance).</td>
</tr>
<tr>
<td>1 0</td>
<td>5. independent study (at home) of a concept or topic related to work.</td>
</tr>
<tr>
<td>1 0</td>
<td>6. visits to other libraries — individually or as part of an organised group.</td>
</tr>
<tr>
<td>1 0</td>
<td>7. attending a professional meeting (ca. half a day), organised by the department of libraries or by a professional association, consisting of 1-2 various lectures and/or administrative business.</td>
</tr>
<tr>
<td>1 0</td>
<td>8. attending a conference (e.g. annual professional convention) extending over 2-4 days.</td>
</tr>
<tr>
<td>1 0</td>
<td>9. conducting research or writing an article for publication in the professional literature.</td>
</tr>
<tr>
<td>1 0</td>
<td>10. attending a course in an academic institution, not as part of a degree programme, geared specifically to the CPD of public library professionals or in any academic subject.</td>
</tr>
<tr>
<td>1 0</td>
<td>11. membership in a library or interlibrary committee, or in a professional work group (such as a library association committee).</td>
</tr>
<tr>
<td>1 0</td>
<td>12. attending an institute/ workshop (1 day) on a professional topic, consisting of several lectures or workshops on the topic.</td>
</tr>
</tbody>
</table>
**participation since 1/9/95**

<table>
<thead>
<tr>
<th>yes</th>
<th>no</th>
<th>degree of interest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>not at all</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>

13. teaching a course, presenting a lecture or directing a workshop on a library or information topic, before a professional audience.

14. participation in a usergroup or listserv on Internet.

15. independent study (at home) of a job-oriented skill.

Please make sure you have answered to both columns, A and B.

**[I]** Have you been involved in the past two months in any CPD activity?

- No ____  Yes ____

Which activities? (Please indicate the appropriate numbers, as in question H above):

---

**[J]** The next questions address the CPD activities offered to librarians by various providers such as Bar Ilan University, Teldan, Centre for Libraries, etc.

(Please circle the number most appropriate in your opinion):

1=entirely satisfactory; 2=satisfactory; 3=quite satisfactory; 4=sometimes satisfactory; 5=usually unsatisfactory; 6=unsatisfactory; 7=extremely unsatisfactory.

<table>
<thead>
<tr>
<th>Entirely Satisfact.</th>
<th>Extremely Unsatisfact.</th>
<th>Don't Know</th>
</tr>
</thead>
</table>
a. Is the variety of the CPD activities offered to librarians satisfactory? | 1  2  3  4  5  6  7  0 |
b. Is the quality of the CPD activities offered to librarians satisfactory? | 1  2  3  4  5  6  7  0 |
c. Is the quantity of the CPD activities offered to librarians satisfactory? | 1  2  3  4  5  6  7  0 |
d. Is the information about CPD activities offered to librarians satisfactory? | 1  2  3  4  5  6  7  0 |
This section presents several possibilities of future changes at work. How interested would you be in each of these job moves, five years from now?

(Please circle the appropriate number):

1 = not at all interested; 2 = not particularly interested; 3 = quite indifferent; 4 = interested; 5 = very interested.

<table>
<thead>
<tr>
<th>Anticipated changes at work</th>
<th>not at all interested</th>
<th>very interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Promotion to a position of higher responsibilities</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>2. Administrative duties</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>3. Move to another type of library position in the public library</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>4. Change to another type of library</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>5. Teaching library studies</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>6. Employment in a different professional field (not librarianship)</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>7. Quit working altogether</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
</tbody>
</table>

This section is interested about your opinions regarding the applicability of new concepts and skills, acquired in CPD activities, to your work.

(Please circle the answer which best expresses your opinion):

1 = strongly disagree; 2 = disagree; 3 = not sure; 4 = agree; 5 = strongly agree

<table>
<thead>
<tr>
<th>1. The knowledge and skills acquired in CPD are usually helpful in solving work-related problems.</th>
<th>strongly disagree</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. It is difficult to apply new concepts and skills in the library due to people's attitude to change.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3. Past experience indicates that it is possible to apply to work many new concepts and skills acquired in CPD.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4. Most of the concepts and skills acquired in CPD are not compatible with the realities of the library and cannot be applied at work.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>5. It is difficult to apply new skills and concepts in the library due to lack of time to try new things.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>8. The library encourages the adoption of new technology and methods and so I will be able to apply to work the new knowledge and skills.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>7. My supervisor expects me to apply at work the new skills acquired in CPD.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>8. It is difficult to apply new skills in the library due to heavy routine workload.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>
The following is a list of possible reasons for participation in activities of continuing professional development (CPD). Please indicate the relative importance you attach to each reason when considering participation in CPD.

(Please circle the number which represents the degree of importance of each reason for you):

7=most important; 6=very important; 5=important; 4=somewhat important; 3=usually not important; 2=not important; 1=not important at all.

<table>
<thead>
<tr>
<th>Reasons for Participation in CPD</th>
<th>Not at all important</th>
<th>Most important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. to maintain the quality of my service to the public</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>2. to meet my supervisor's expectations.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>3. to help me keep abreast of new developments in librarianship</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>4. to prepare me for employment in another field of librarianship</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>5. to meet colleagues from other libraries and learn from their experience</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>6. to accumulate credits towards an academic degree.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>7. the library supports librarians' CPD.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>8. to be more creative when serving library users</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>9. there is a climate of CPD in the library and other librarians are engaged in CPD.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>10. to have the knowledge and skills demanded in my present work.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>11. to update the knowledge acquired during my initial library studies programme</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>12. to develop new professional knowledge and skills.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>13. to be able to perform more varied tasks in the library.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>14. to increase the likelihood of professional advancement.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>15. to better meet users' expectations.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>16. to get recognition as a librarian with up-to-date skills and knowledge.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>17. to be challenged by the thinking of my library colleagues</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>18. my supervisor believes CPD is important.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>19. to increase the likelihood I'll be included among the decision - makers in the library.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>20. to escape daily work routine.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>21. to broaden my general education and skills.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>22. to improve my service to the public.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>23. to learn from the interaction with leaders in the library world.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>24. to qualify for additional CPD pay raises.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>25. to enhance my security in my present library position.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>26. my supervisor encourages me to participate in CPD.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>27. to obtain skills which can serve in other types of work.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>

Please isolate one reason which you consider the most important when considering participation in CPD:

Reason no. ____
In the following section there are a number of statements which describe possible reasons which can deter participation in CPD. Please, indicate the relevance of each reason for you.

(Please circle the appropriate number):

1=entirely irrelevant ; 2=irrelevant; 3=quite irrelevant; 4=sometimes relevant; 5=relevant ; 6= very relevant ; 7=most relevant

**Deterrents to participation in CPD**

<table>
<thead>
<tr>
<th>Reason</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I lack the required skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>2. The activity takes place at an inconvenient/distant location</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>3. I don't feel I need to study more in the field of library and info studies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>4. I fear that it will be too hard for me and I won't succeed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>5. I am not willing to give up my leisure time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>6. The activity does not seem interesting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>7. The activity is too general, not focused</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8. I cannot afford the related expenses (e.g. equipment, travel)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>9. The activity is of poor quality</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>10. Participation in this activity does not qualify for CPD pay raises or academic credits</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>11. I would rather spend the time with my family</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>12. The activity does not seem useful at work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>13. I don't know anybody who participates in this activity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>14. The level of the activity is not appropriate for me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>15. I cannot afford the expenses (tuition/subscriptions)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>16. I would rather spend the time in other projects</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>17. The library does not provide for all the expenses</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>18. The library does not release me from work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>19. Participation in the CPD activity will not improve my salary/work conditions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>20. Family problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>21. I feel too old for continuing professional development</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>22. I am busy taking care of family members (children, parents)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

Please isolate **one reason** which you consider the most important in deterring **your** participation in CPD:

Reason no. ________
The aim of the following section is to obtain selected background information about yourself, for the statistical analysis of the study.

[Q] What is the highest library certificate that you hold? *(Please circle one)*:

a. University graduate (authorised librarian / M.A. / M.L.S. / PhD)
b. Certified librarian or B.A. in librarianship.
c. ILA stage 2 librarian.

[R] How many total years of experience do you have in library work? _____

[S] Your age *(Please tick X where appropriate)*:

[ ] 20-30  [ ] 31-40  [ ] 41-50  [ ] 51-60  [ ] over 60

[T] Sex:  [ ] Female  [ ] Male

[U] What is your highest academic degree? *(Please circle one)*:

a. M.A./Ph.D.  Specialisation________________________
b. B.A./B.Sc./B.Ed.  Specialisation________________________
c. Professional non-academic diploma -- OTHER THAN LIBRARY DIPLOMAS
   (e.g. Teaching, Technician)________________________
d. High School Diploma
e. Other________________________

Thank you very much for your cooperation.
Appendix 2b - Hebrew version of questionnaire

שאלון על התמורות המ ניהלות במפעלים (המ"מ) של ספרינה
בصراعם Zubizarreta ובשראל

השאולות המתייחסות לעובדית López ולקמדיה בספרדית:

[א] שמו הספייה (או שם X ב⁼וקים הממהיים):
ссף של ספריה

[ב] האם יש לך מקדיו ייחוד של ספריה (낸הל, סקירת, מנהלת וܘינק, מנהלת ומספר, אחר כל זה):
ללא [ ]

[ב] מהו עדיך בספריה? (אוبدا ב Lansing ואבל ההמילוגות ודרומיות):

1. פע מובנה
2. פע תודים
3. מנהלת
4. עדיד קריאה
5. קר ו핑 התוככים
6. קסולה ומק באמצעות
7. ספרית סוחבuchi אל ספריה
8. פעולות התרבות והשעיה
9. אחראיות מתאמה
10. החלטה
11. אחר [ ]

[ד] מהו עיסוקך העיקרי? (혹הובא אוקראינית בלודא או לצים אלו ספרית ומדאיה עיב שאלת פלוס)

[ה] מהו תפקיד משותף לשאלת? (או יש כפלוקים הממהיים):

פוחת מ-
50% [ ]
50% וא יותר [ ]

441
<table>
<thead>
<tr>
<th>מספר</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
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444
לע [عنا בפרק 3-1: הת PEOPLE של הפיסוק המערבי בשפה העברית של פיסוק מקוון]
ולע [גלаксיה]

אםמוקי ![15-1 כנפיים של מגרמנית] שאלת: לא

אילו פיסוקים! זה הם מפרטים (1-15) כנפיים של מגרמנית, חזרה על מכיוון המקוון של פיסוק בפיות מקוון.

(}| השאלות המאבות מתחלשות לפיט出来る שמה הפיסוק המƢויות ממקוון במצולבות (מחיים) המוגנות.

לסרפרים עיון ורכ゜וש כנף: זויריסט ב-אל, סטלים, באר שבע וספרים ירחיים.

(鄅 להשקף מעוגל את המפרטים המ.FragmentManager-Leclaire, יוגו יוספוס)

- מרותה ב-1; מרותה 6; מרותה 5-2; מרותה 4-3; מרותה 3-בידי או מחתרת;

אם מקוון מגלפת המפרטים של הפיסוק המ✘ורשו לסרפרים!

- מקוון מגלפת יערית המ NotImplementedError לסרפרים!

- מקוון מגלפת מקוון של הפיסוק המ✘ורשו לסרפרים!

- מקוון מגלפת מקוון של הפיסוק המ✘ורשו לסרפרים!

בכל ארון המפרטים הגלפת שלelta שנות (אך להשקף את המפרטיםに入って בסלול)

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1. חידות ומימונים שכרשת במד"ם מעוטרות בכל דרכ

בpanyות בפנטוגרף.

2. קשת ליגים ומימונים חווישים בשפתה בכל חסם

של הנקודותkkeקשת שי窒ים בחר.

3. ניסיון עזר מבעד על לכ שאר הליטש בברﺢ

מיחסייה מה(withDurationを行うן בחר.

4. רוז חדים ומימונים ככריסים בח_rent לאומית

למצאות בשפתה אינטגרל ניסים ילוסים בברדה.

5. קשת ליגים חווישים בשפתה בכל חסם

וגמ ביותר גורם ל嫒.

6. חסרה מצקודה איום סנלוות※ יש/protoיה שיתושך כח

שואול לכשלים אחד מהCppGuidים חווישים שכרשת.

7. המגזר של פצמה שאיתוש עצוביה במקום המגזר

שרבי בפעולה שלתחום מחוזות ומתקיימים.

8. קשת ליגים חווישים חרסה בשפתה במרום

והבדה מעטפת.
### אולימפיא שמפתחות השחתות במשולש הפנימי

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1. הסתרת הלימודים והדרשהidarות.  
2. פיתוח בצורה גם את היא מוזיקה.  
3. אגיא מיתוגה של קוקלק המיים נסיונות ב褶ור.  
4. אנני תחרות שזא קשת מזדו אוג الذهب.  
5. אנני מתוןיאק חזרה על התפסי שי.  
6. הOperative או מתוןיאל יים.  
7. הOperative חיות מידי כלילת אלו מולפק.  
8. החרטת מתחת הפיתול (כבוד צד' תסיעה) מוטלעל על.  
9. הOperative היא בורמ עם בטוח.  
10. החרטת מתחת הפיתול (כבוד צד' תסיעה) מוטלעל על.  
11. אנני מתוןיאק חזרה על התפסי שי.  
12. הOperative היא בישראלثمיה למדיעת בטוח.  
13. אנני מכרה את אדיש שמפותות בטיעול התא.  
14. רמה הOperative לא מתמקה.  
15. החרטת מתחת הפיתול (כבוד צד' תסיעה) מוטלעל על.  
16. אנני מתוןיאק חזרה על התפסי שי.  
17. הOperative היא בישראלثمיה למדיעת בטוח.  
18. הספריר את השחרור את דידי cadastrו בעבר.  
19. ספסריר את השחרור את דידי cadastrו בעבר.  
20. ספסריר את השחרור את דידי cadastrו בעבר.  
21. יאני מרגישת מבנה של מתוןיאל תווה.  
22. יאני סximo/ ביטול יום לתשובה (לידי/ות).
מצורע השאלות המ妑ות, חייו להבה סמך תום דיקע עליך,ליזור עידון והỆה הסטטיסטי של
המעקך.

ל[ר] מהי המねぇה עומדח ביום של פנהות המשמרות? (או לתקף מענה, השמעה, אחיו)
(PhD, MLS / MA, סרן, מושס, סגן, סגן, סגן, סגן)
1. סגן מושס וא.ב.סגן
2. סגן אסייני שלב ב.
3. סגן אטייני שלב ב.

ל[נ] כמה שנין יסודו יש לחבון? בעונת ב Capcom?

ל[ע] חלק ( thấp חסם X בקוקו המنهار) :

ל[ט] מי? (א.][_ב.][ב.][ב.][ב.][ב.]

ל[ח] גבר

ל[ט] מהו התואר האקדמי המנן, בידוח? (או לתקף את המשט המنهار)

כ[ד] ממה התרח הבקרית, המנהלה, בידוח, בשיל? (או לתקף את המשט המنهار)

ה[ס] תוחם:
M.A./PhD. 1
组织开展:
B.A. / B. Ed.. 2

ל[א] עזרות: (נפוגות וצורות) (_sequences) (נפוגות וצורות)

ל[ב] עזרות בכרות

ל[ג] עזרות: (_sequences) (_sequences) (quences)

ל[ד] בכרות

?!! מוסק וידות של בקוקו המنهار
APPENDIX 3

LIST OF SUBJECT EXPERTS

APPENDIX 3

SUBJECT EXPERTS CONSULTED

A. Directors of libraries:

1. Dr. Ora Nebenzahl, Director, Department of Libraries, Tel-Aviv-Jaffa Municipality [LARGE URBAN LIBRARY SYSTEM]
2. Mr. Ghaleb Abul Haj, Director, East Jerusalem Branch, Jerusalem Public Library System. [BRANCH OF LARGE URBAN LIBRARY, ARAB SECTOR]
3. Mr. Michael Ben Zvi (M. A.), Director, Azata Regional Library. [REGIONAL LIBRARY, PERIPHERAL, DISADVANTAGED AREA]

B. Library and information science educators specialising in public library services:

4. Dr. Snunith Shoham, Head, Department of Information Science, Bar Ilan University, Ramat Gan.
5. Dr. Irith Getz, Head, Department of Library Studies, David Yallin College, Jerusalem.

C. Ministry of Education and Culture official

6. Mrs. Miriam Ratzabi (M. A.), Deputy Director of the Department of Libraries.

D. Israeli Library Association representative

7. Mrs. Gilla Gabay (M. A.), elected official of the Israel Library Association, Director of Dimona Public Library [DISADVANTAGED, PERIPHERAL MEDIUM TOWN IN SOUTHERN ISRAEL].

E. Council of Public Libraries representative

8. Mr. Camal Farhud, supervisor of Arab and Druze libraries, Director of Rami Public Library, nominated representative of librarians in the Council [ARAB SECTOR, SMALL TOWN, NORTHERN REGION].
APPENDIX 4a

LIBRARY DIRECTORS INTERVIEW SCHEDULE

1. What changes do you feel have been lately affecting your library?
1b. What changes do you foresee within the next 3-5 years? New services?

2. How have technological developments influence so far your library?
2b. How do the users manage with the new technologies?

3. How have the librarians employed in your library managed to adapt to all the changes?
3b. Could you briefly describe the staff training and CPD that your library and librarians undertake? EXAMPLES OF CPD AND TRAINING.

4. I would like to be more specific. Can you tell me which of the following ways apply to your staff? [Probe card 1].

PROBE CARD 1

In house learning (structured learning in the library)  
on the job training (sitting by Nellie)  
visits  
reading of professional literature -- hebrew / english  
professional staff meetings  
library committees  
courses – short courses, workshops / long courses not for degree  
conference/ convention  
Institutes/ seminars /professional meetings (external learning)  
academic study for a higher degree  
academic studies for a higher library degree  
research  
teaching/ conducting workshops  
professional involvement in ILA  

5. Who is providing most of the opportunities for CPD?
5b. What is the contribution of the following agencies to librarians' CPD as evident in your library?

6. In your estimate, how many hours/days per year have your librarians participated in CPD last year?

7. Does your library encourage its librarians to participate in CPD? In which ways?
7b. How does the library convey the message that it supports CPD?
7c. Who initiates CPD? The library? The Librarians?

8. Does your library have a clear policy regarding librarians' participation in CPD?
8b. Who's responsible for the CPD of library staff?

9. Is there a separate CPD budget for library staff? What percentage is it of the total budget?
9b. Is this enough? All the librarians who would like to undertake CPD can?

10. Are there types of CPD that you feel you would like to help but are unable to?

11. Are there specific criteria for selecting employees to participate in CPD? If there are, please specify the criteria.

12. How would you estimate the impact of staff development on the library and on the librarians employed in your library?
13. Generally, are you satisfied with the professional development activities currently being offered?

14. What are the professional skills or areas of expertise that you believe your librarians should develop in CPD? I mean, as far as the needs of your library are? [Probe card 2]

PROBE CARD 2

*Information and communication technologies* (media, computers...)
*Management* (knowledge of the community information needs, formulation of a strategic plan [mission-goals-objectives], human resources management, budgeting, marketing, co-operation, quality service).
*Communication* (interpersonal, communication with users, written comm.)
*Information skills* (incl. familiarity with digital resources)
*Resources management* (indexing, organisation of digital material, collection development)
*Children librarianship* (children’s literature, reading promotion, media use, bibliotherapy)
*School librarianship* (reference in relation to school assignments, knowledge and co-operation with the school system).
*General education*
*Basic library skills* (updating of cataloguing, classification, reference).

15. What types of CPD seem to you the most effective?
16. In your opinion, is librarians' involvement in CPD sufficient?
   Yes → In your opinion, what are the reasons for librarians' participation in CPD?
   No → What can be the factors, in your opinion, that deter them from participation in CPD?
17. Are there librarians who are prepared to cover themselves the costs of CPD? Are there specific subjects? Do you have examples?
18. What are, in your opinion, the benefits that librarians expect to receive following participation in CPD?
19. In summary, what do you see as the major challenge, or problem, regarding librarians' CPD?
19b. What are your dreams regarding librarians' CPD?
20. Do you believe the day will come when librarians will have to engage in CPD (mandatory CPD)
APPENDIX 4b

INTERVIEW SCHEDULE – OFFICIALS OF THE MINISTRY OF EDUCATION AND CULTURE

1. What changes do you feel have been lately affecting the library world and require from librarians to keep developing professionally?

1b. How have librarians managed to adapt to all the changes, and continue to develop?

2. Does the Dept for Libraries have a mission statement – goals, objectives, policies – regarding the CPD of librarians?

2b. Is there a body that formulates policies in this regard? Who's responsible? Who's the advisory body?

3. Which agency serves as clearinghouse of CPD information? Should it be such an agency?

4. How important is CPD for the department of libraries?
   a. Allocation of budgets
   b. Impact when evaluating a library

5. CPD needs surveys, have they been commissioned?

6. Are you satisfied with the CPD currently offered to librarians?

7. Which skills and specialisms, in your opinion, will be needed by librarians in the near future, and you think that librarians should train and develop professionally in these areas?

8. Which types of activities are in your opinion the most effective?

9. Is there any quality monitoring of the CPD activities? The trainers? The congruence of the activities to the needs? Feedback?

10. What is your connection with ILA and CPL and SILSs regarding CPD? Is there any collaboration or co-ordination?

11. In your opinion, are librarians involved enough in CPD?

12. What are the deterrents?

13. How do libraries encourage their librarians' CPD?

14. What are, in summary, the challenges, or the dreams, that you see with regard to librarians' CPD?

15. Do you believe the day will come when librarians' CPD will be mandatory?
APPENDIX 4c
ISRAEL LIBRARY ASSOCIATION LEADERS INTERVIEWS SCHEDULE

1. Are you satisfied with the professional development activities currently being offered?
   subjects / types of CPD / quality of trainers and courses / appropriateness of activities [to the needs of the library/ to the level of the librarians/ present vs. future needs/ practical vs. theoretical/ personal development]

2. Does the association have any goals in the field of librarians' continuing professional development? Do they have any written policy statements or guidelines related to CPD?

3. Does the association have a budget that supports CPD of librarians? [to sponsor or conduct activities / to give grants, scholarships, or loans to librarians for CPD]

4. What is the role of the association's professional development committee towards libraries? Is there anything in writing? Are there funds? (to encourage and support librarians' CPD activities)

   [to influence library directors and local authorities/ to raise the awareness for the need for CPD / to plan or propose CPD activities / to sponsor / conduct CPD activities / to give grants to librarians / to subsidise CPD activities conducted by other providers / to ensure that librarians are engaged in CPD / to monitor the quality of CPD activities]

   if not ILA: who should be responsible for the functions listed above?

5. Is the association offering continuing education programs? (courses, workshops or seminars in new library and information concepts and skills)

6. Is the association providing opportunities for professional development within the association? (committee work, publishing of professional literature, visits to other libraries)

   if not: who should be responsible for that?

7. Is the association publicising CPD activities for librarians? (in journal or newsletter). Does the association serve as a clearinghouse for CPD information?

   if not: Who fulfills this function?)

8. In what subjects do you believe it is necessary for librarians to further their professional development?

9. Which types of CPD seem to you the most effective?

10. In your opinion, is librarians' involvement in CPD sufficient?

11. Do you believe the day will arrive when CPD for librarians will be mandatory?
APPENDIX 4D

INTERVIEW SCHEDULE – ISRAEL CENTRE FOR LIBRARIES

1. What changes do you feel have been lately affecting the library world that might require librarians to keep developing professionally?

2. Does ICL have a policy [goals, objectives, written guidelines] regarding librarians' CPD?

3. Within ICL, what is the policy making body regarding librarians’ CPD? Who is responsible for developing CPD policies? Is there an advisory body?

3b. Are there any formal connections with the training committee of ILA? With the education committee of the National Council for Libraries?

3c. Is there any committee in which library directors participate?

4. Who is your intended audience?

5. How many CPD activities does ICL offer every year?

6. Which types of activities do you offer? Do you have statistics about how many of each kind?

7. Did ICL conduct any surveys regarding the CPD needs of librarians? In which subjects did you find that there is need for CPD?

8. In which subjects did you offer activities during the last two years?

9. Do you see a change in librarians’ perception of need? In the subjects, for example?

9. What will happen, in your opinion, within 2-5 years? What skills and specialisms, do you think, will be required of librarians in the near future?

10. Do you find that certain topics or types of activities are harder to market? Which topics? Which types? Why do you think it’s happening?

11. Do you send information about the new activities to libraries or to individual librarians?

12. Is there an agency that disseminates information about all the CPD activities for librarians offered by different providers? Do you think that there should be a clearinghouse for such information?

13. What types of CPD seem to you the most effective?

14. Regarding the trainers: what’s the proportion between those from within LIS and trainers from other professions? In which subjects? Is the cost different?

15. Are you monitoring the quality of the activity? The trainers? The congruence of the activity to the perceived needs? Who is providing feedback?

16. What are your considerations when you fix the price of an activity?
17. What is the average price of an activity? Per day? Are there differences by subject? By location? Are there discounts to certain employees or libraries?

18. Are there librarians who are prepared to cover themselves the costs of CPD? Are there specific subjects? Do you have examples?

19. In your opinion, are librarians sufficiently involved in CPD?
   Yes: what are, in your opinion, the reasons for their participation?

20. And those who don't attend? What are, in your opinion, the main deterrents to participation in CPD activities?

21. In summary, what do you see as the major challenge, or problem, regarding librarians' CPD? What are your dreams regarding librarians' CPD?

22. Do you believe the day will come when librarians will have to engage in CPD (mandatory CPD)?