

**DEVELOPING A CAPACITY BUILDING POLICY FOR
ACADEMIC LIBRARIES**

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by

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Dissertation

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DECLARATION

This work has not been accepted in substance for any degree nor is it being submitted in candidature for any degree other than the Masters Degree in Library and Information Science of the Department of Information and Library Studies at the University of Cape Town.

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STATEMENT OF ORIGINALITY

I certify that, except where otherwise indicated, the concept, organisation and writing of this dissertation is the result of my own independent investigation under the supervision of

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SUMMARY

This study was conducted in order to establish how to address the issue of capacity building in academic libraries. The libraries of the two Historically Disadvantaged Institutions (HDIs), the University of Western Cape (UWC) and Peninsula Technikon (Pentech), participating libraries in the Cape Libraries Cooperative (CALICO) were used as models to assess the extent to which skills attainment contributes towards capacity building.

The study found that there is no policy that looks specifically at addressing capacity building in these two libraries. Training was found to be the core element towards attaining capacity building. Other approaches found to enhance capacity building were mentoring, coaching and exchanges.

A literature review was done using Library and Information Science Abstracts (LISA) and Index of South African Periodicals (ISAP), South African Bibliographic Information Network (SABINET), Online Ebsco host and the Online Public Access Computer (OPAC) system of UCT and Pentech. Capacity building approaches which have been used by other institutions in the LIS (Library and Information Service) and related fields were looked at. A survey was conducted to gather information about training of library staff at Pentech and at UWC. Interviews were held with the Pentech's Chief Librarian and UWC's acting Director to look at documented practices regarding their policies on training. A policy on capacity building in academic libraries was then developed that tried to develop a model of workable programme incorporating best practice.

PREFACE

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ACRONYMS

AAP	- Affirmative Action Programs
ALIA	- Australian Library and Information Association
CALICO	- Cape Library Cooperative
Cape Tech	- Cape Technikon
CIRT	- Centre for Information Research and Training
CoD	- Committee of Directors
CSTD	- Committee of Staff Training and Development
DCs	- Disadvantaged Communities
EEA	- Employment Equity Act
HAIs	- Historically Advantaged Institutions
HDCs	- Historically Disadvantaged Communities
HDGs	- Historically Disadvantaged Groups
HDIIs	- Historically Disadvantaged Institutions
HOD	- Head of Department
HODs	- Heads of Departments
HR	- Human Resource
IT	- Information Technology
LIS	- Library and Information Services
NCVQ	- National Council for Vocational Qualification
NVQ	- National Vocational Qualification

- OPAC - Online Public Access Catalogue
- Pentech - Peninsula Technikon
- PTEG - Personnel, Training and Education
- SA - South Africa
- TELP - Tertiary Linkages Education Project
- UCT - University of Cape Town
- UK - United Kingdom
- USA - United States of America
- UST - University of Stellenbosch
- UWC - University of the Western Cape

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CHAPTER 1

INTRODUCTION

Capacity building is often linked to a particular group viz. Historically Disadvantaged Groups (HDGs) or people coming from Disadvantaged Communities (DCs). Raddon comments on HDG's: "ethnic and black minority groups are disadvantaged educationally and many members under-achieve, due in part to the inbuilt indices of failure in the education system, such as language bias, teacher bias, examination results, and difficulties of access to further and higher education." (Raddon, 1991:3).

The above statement by Raddon complies with the South African situation where HDGs arose from the policy of apartheid which among its principles sought to oppress Black people by giving them inferior education and poorer educational resources than White people. As a result "social, economic, and political imbalances are clearly reflected in the workplace" (Raddon, 1991:3). Raddon further comments that these imbalances have become more apparent because of the introduction of automation in libraries which to people from HDGs is an unfamiliar concept which they attribute only to 'clever' people. This view has changed for South Africa since Raddon wrote the article as automation is no longer attributed solely to 'clever' people. The reason for this change of view is that most services in the library have been converted to

automation. Though the imbalances still remain, it is necessary to establish whether they could be redressed by developing skills which could improve the performance of both academic and support staff in academic institutions.

Capacity is defined as the “mental or intellectual power, a talent, an ability, or propensity for some specified purpose, activity or experience.” (New shorter Oxford dictionary, 1993:332). To build means to “develop or establish.” (Oxford reference dictionary, 1986:113). Therefore building capacity entails developing mental power, talent, ability or the propensity for some specified purpose. From this definition it can be deduced that abilities must be developed, the readiness or inclination for some specified purpose must be established and developed to achieve a specific goal for the organisation.

Abrams defines capacity building as “the process whereby a community equips itself to undertake the necessary functions of governance and service provision in a sustainable fashion.” (Abrams, 1996:1). He further comments that “community” could refer to a local government, a village level committee or even a central government department. He advises that the process of capacity building must be aimed at both increasing access to resources and to changing the power relations between the parties

involved. Ewing (1996) comments that the purpose of capacity building is the transfer of skills and information so that people at risk would achieve long-life learning.

Van der Waal (1997: 74) states that capacity building is a form of affirmative action at community level. He further comments that it redresses the material and social imbalances of the past by strengthening the latent capacity of people in deprived communities to help themselves on a collective scale.

REGIONAL CONTEXT

In the Western Cape the libraries of the five tertiary level education institutions have formed a resource-sharing venture which is called Cape Libraries Cooperative (CALICO). CALICO is composed of the libraries of University of Cape Town (UCT), University of Stellenbosch (US), University of Western Cape (UWC), Cape Technikon (Cape Tech), and Peninsula Technikon (Pentech). Pentech and UWC are Historically Disadvantaged Institutions (HDIs) catering mainly for students coming from Disadvantaged Communities (DCs).

The vision of CALICO is “to promote information literacy and economic development in the Western Cape by providing information to users in a form they want, when and where they need it. Inherent in this vision is the right of all citizens to be able to access, evaluate, and effectively use

information that can contribute to improving their quality of life and economic well-being. Accordingly, the vision embraces the concept of a single Western Cape collection that is housed in different location with all resources accessible to anyone who has need of them. Moreover, it is expected that CALICO will serve as a valuable model and the first step for co-ordinated library services throughout South Africa, as well as encouraging other co-operative projects among the participating institutions” (ADAMASTOR TRUST, 1997).

During the strategising for this cooperative, CALICO members from the HDIs felt that they were not given proper exposure and opportunity to undertake important projects which would add value to their experience. This became evident when expertise was considered above representation (Darch:1997).It also became apparent that during the selection of those members required to carry out important tasks, most members were not from HDIs. To address this concern the Capacity Building Task Team was established by the CALICO Committee of Directors (COD) to formulate guidelines towards developing a capacity building policy. The task team developed a document with recommendation towards formulating a capacity building policy. Despite approval by the COD, no work on development of the policy took place.

This regional context has an impact on the academic library services of South Africa because it raises the issue of capacity building for people

from the HDIs. South African higher education institutions were established during apartheid years therefore their operations are still influenced by the apartheid policies. For example, White institutions have better resources and staff who have had a better education while Black institutions have poor resources and most of their staff come from a disadvantaged educational background. Introducing capacity building in “levelling the playing fields” among institutions.

The issue of capacity building has favourable implications for people coming from HDGs in South Africa because of the introduction of the Employment Equity Act (EEA). This act is intended to provide enforcement of equal opportunity and eradicate all discrimination in the workplace. It also requires that organisations must reflect the demographics of South African society, (Employment Equity Act:1998). This implies that, organisations in South Africa are required to implement affirmative action which would enable people from diverse economic and educational backgrounds to acquire jobs in sectors and positions that were previously reserved for Whites only.

Capacity building is also important for South African academic libraries because it could help to redress past inequities and, during the redressing process, reveal some of the career development issues that are relevant for the academic librarian of 21st century. It also establishes methods which

could be used to empower staff members from diverse educational backgrounds to attain an acceptable level of expertise in their jobs.

The need for capacity building has arisen not only because of the need to redress past inequalities but also because of the changing role of academic libraries: from keepers of information to places of access to information.

Services are offered within the library to academics and students who have access to the Internet or other databases in their offices, classrooms and homes. The Internet and various other databases connect the libraries to sources of information outside the library building.

Kur (1999:46) comments that some libraries are using live chat or desktop videoconferencing technology to provide live online reference. These changes in the way in which academic libraries offer services and the way in which services are provided influence adjustments in staffing patterns and skill set requirements. Academic libraries staff would require capacity building to be able to perform amid these changes. If past inequalities are to be redressed, consideration should be given to what skills are necessary for the academic librarian and academic library worker of today in order for them to perform efficiently.

A literature study was done to establish the aspects that constitute capacity building and also to determine what are the documented practices in libraries in the USA (United States of America), UK (United Kingdom), Australian, SA (South Africa) and in other fields. A questionnaire was

administered at both UWC and Pentech libraries to establish the type of skills that staff members from these libraries possess. Pentech and UWC libraries were chosen for this study because their staff are drawn largely from HDGs and the range of their skills was previously unknown.

These results are used to establish if these HDIs staff members lack the skills necessary to operate adequately in an academic library setting as determined by the literature study. From these findings a capacity building policy for academic libraries is formulated to enable them to prepare to accommodate people from historically disadvantaged backgrounds.

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CHAPTER 2

THE CHANGING ROLE AND NEED FOR STAFF TRAINING

It is necessary to discuss the significance of the role played by academic librarians and library workers in an academic institution environment because of their important interface with students. It was mentioned earlier by Kur (1999) that students are becoming technologically advanced, hence the need for the academic librarian to be enskilled in their roles as information providers. South African history cannot be ignored but means such as capacity building in academic libraries could be used to redress past inequalities. It is important to recognise that development in South Africa has often lagged behind that in Europe and North America. This chapter reviews significant developments in the North American and European arena, to provide an indication of what trends may be expected in South Africa.

Capacity building has been defined earlier as developing the abilities of the academic librarian and the academic library worker towards specified purposes. To put this definition into context, these specified purposes must be clarified. It is necessary to understand first that technology has a great influence on determining the necessary skills for the librarian of today. Creth (1995) comments that the influence of technology in library work has pushed the boundaries and created opportunities for redefining

and expanding the roles and activities of librarians in key areas including strategic planning, information policy development, instruction, knowledge management, and the organization of networked information resources. She further suggests that it is essential that library professionals continuously acquire new knowledge and skills to ensure that they remain a vital part of the information service.

Creth further mentions that library administrators need to define continuous learning as part of each individual's job responsibility and ensure that workloads permit time to be devoted to this activity on a routine basis. Creth (1995:91) suggests that the appropriate infrastructure for learning must exist, internal training programmes funding must be made available, hiring of external trainers must occur and support for staff attending programmes out of the library must be given.

Oberg (1997) observes that librarians are redefining themselves by moving towards automating their libraries, creating new networked services, designing integrated information interfaces, and teaching students and faculties how to be consumers in an environment suddenly rich with information resources. Oberg further comments that these new roles require librarians to teach more classes, integrate print and networked resources, collaborate more closely with colleagues at other

institutions on cooperative resource-sharing projects and spend more time outside the library, working with faculty and researchers in schools, departments, and laboratories.

Creth (1995), Oberg (1997) and Kur (1999) agree that the role of the librarian has progressed from keeper of knowledge to knowledge navigator and teacher. Rusch-Feja (1997:324) comments that the use of telecommunications and the influence of the Internet on the expansion of the role of librarians is significant. Kur adds that

“as a knowledge navigator, librarians are called upon to help individuals navigate the Internet. As an activist, they are inserting themselves into public dialog on information access, privacy and other related issues. As a technologist, they are working with information technology to develop more user-friendly interfaces to information databases. As collaborators, they are part of program development so that information literacy is built into academic programmes; and as a teacher and a guide, they are assisting students in scholarly research and content development”. (Kur, 1999: 47).

Rusch-Feja (1997) comments about the need for librarians to be Internet trainers. Rusch-Feja further comments that the Internet is not only used by librarians alone, hence the need for library-specific training to show users how to evaluate information they get from the Internet. Information searching is part of the librarian's job and "if the Internet is to be part of the librarian's daily work, it is logical that in-service training and on-the-job application of Internet skills be emphasized." (Rusch-Feja, 1997:328).

Creth (1995:88) suggests that librarians should use the Internet or the local network as a method for offering interactive instruction and they should develop hypermedia and expert systems to instruct users on specific tools and information sources in order to provide general orientation to library services and policies. This is a new concept for instruction and outreach. In order to implement this new concept, Creth (1995) suggests that librarians would have to rethink the value to the users of the traditional reference and bibliographic instruction service. Librarians should also be aware that when introducing a new concept, its success would depend on the amount of staff time spent on planning and implementing it.

In their study, Farmer and Campbell (1996) report that research indicates that generally librarians are faced with limited opportunities for career advancement. The findings of this American study suggested that information professionals often reach a 'plateau' condition and feel 'trapped' within the job. Eighty percent of the librarians surveyed in this study felt that there were no progressive career opportunities where they worked. This study was carried out in the mid 80's. Librarians of today are, increasingly, being made aware of opportunities to expand their professional skills and thus gaining insight into cognate activities related to information management.

Subsequently in the UK in the mid 90's a change occurred in the librarianship profession epitomized by a growth in the more generic fields of information management and analysis. New titles in this field are information scientist, information analyst, and information manager as opposed to the traditional title of 'librarian'. Accompanying these new titles are new responsibilities determined by technological advances. This has also eradicated the lack of career advancement that was experienced in the 80's. These titles carry special responsibilities which require specific professional knowledge and computer skills.

The expansion of the roles of librarians include knowledge management.

Creth cites Richard Lucier when she states that "a knowledge

management environment embraces the entire information-transfer cycle, from the creation, structuring, and representation of information to its dissemination and use.” (Creth, 1995:88). This facilitates the broadening of librarians’ roles in the information and scholarly process. Creth further comments that knowledge management’s primary emphasis is collaborative work between librarians and researchers in developing knowledge databases.

Creth also suggests that for librarians to have the energy and time to be involved in knowledge management enterprise they will have to learn new skills and to set priorities in relation to other more traditional activities. She also mentions that with their knowledge of information organization, existing electronic resources, and subject expertise, librarians are highly qualified to act as partners in creating knowledge databases.

As a result of these changes people who perhaps entered the profession with traditional expectations quickly realise that they must adapt to the new job market by learning new skills or applying traditional skills in new contexts. For every library worker to be competent in these new responsibilities, acquiring and developing new skills is necessary as the education some received did not prepare them for these roles.

Creth (1995), Oberg (1997), Farmer and Campbell (1996) suggest that new roles for staff have arisen mainly because of opportunities offered by the development of the information society. A formal staff needs analysis programme is recommended by these writers, coupled with the need to review the programme periodically. This enables library managers to determine staff needs and monitor whether these needs are being satisfied. It is for this reason that Kaufman (1995) realizes that it is critical for libraries to develop human resource practices that attract, motivate, and maximize the productivity and talents of all the professional staff they employ. This could help encourage staff to become competent and willing to improve their skills to prepare themselves in a competitive environment.

It is necessary that staff be kept motivated in their jobs. Bunge (1992) observes that work underload could result if library jobs were repetitive, unchallenging and lacking in meaningful stimulation. In his study, he identifies interpersonal relationships between librarians, between librarians and patrons, vague or poorly defined expectations from others felt by library staff members, lack of autonomy, inadequacies in supervision and management, working conditions and career stage as major stressors in the library.

Levy and Usherwood (1992) comment on the importance of interpersonal skills in Library and Information Services (LIS). They observe that

“reference interviews, the communication skills required to establish and develop individual and group contacts in multi-ethnic communities, the ‘helping’ skills required by librarians working with young people, the proactive marketing of library services at new customer interfaces, are some examples of the wide range of situations demanding high levels of interpersonal competence.” (Levy and Usherwood, 1992:1).

Oberg (1997) cites Carla Stofle when she states that, librarians must place a higher value on the contribution of support staff, examining their ideas and suggestions on an equal basis with those of librarians. She felt that librarians should move away from staff that perform narrow tasks within tightly defined job descriptions, towards staff empowered to make decisions about the work they do and how they do it to delight the user.

Creth (1995:91) mentions that professionals must assess continually the duties to be assigned to support staff and also ensure that they have the skill and authority to perform these duties. She warns that it would be a mistake to simply shift duties from professional to support staff for the

sake of adding more responsibilities to them. Kur (1999:47) mentions that paraprofessionals have an important role to play because of demands made by technology that libraries provide technical support for patrons. This implies that paraprofessionals with technological expertise would be suitable for this task.

The narrowly defined job descriptions in the LIS stem from what Kaufman (1995) calls the obsession of the library profession with issues of professionalism and image. He claims that this profession has paid little attention to the issues involved in integrating the non-library professionals into an effective library organization. Creth (1995:93) suggests that professionals should be less concerned with an organization that reflects order and symmetry, comfort, and familiarity. Instead they must encourage action and decision-making, risk, and innovation throughout the organization. Creth mentions that staff are more likely to develop a commitment to required changes in the organization and culture and, by extension, their own behaviour if they are involved.

In this era of technological advances the role of support staff has changed therefore their training needs would also need to change. Their job descriptions also need to be revisited otherwise a new problem called stress would arise. Bunge (1992) reports that in his study library

employees, especially support staff members, had reported stress arising from feelings of being enmeshed in a bureaucracy without control or power.

If little attention is paid to support staff needs, libraries will find themselves bearing unnecessary costs that are stress related. Workers who are stressed-out cause absenteeism, turnover and poor service due to lack of motivation. To counteract this, managers should look at ways to enskill administrative staff in tasks that will increase expertise and make them feel valuable in an organization.

Support staff often feel needed only during crisis times when one of the professional staff is unavailable and training for that particular task is usually hurried and inadequate, a process which would result in more stress. Kerslake and Goulding (1997) advise that the library administration should be proactive by designing training programs for administrative staff rather than manoeuvring them into jobs unprepared.

Communication channels between support staff and permanent staff members must be established to confront problems encountered during service provision. There must be a format in which these communication

channels take place as that constitutes staff development in itself. Staff members who understand the importance of establishing proper communication channels would also understand the principles of organisation, administration and management.

Morgan (1997) observes that communication is the most frequent cause of failure to adapt to changing circumstances. He adds that the two-way communication is necessary to answer questions about new services and strategies. Two – way communication includes communication between LIS and the academics. He states that “successful academic integration cannot be achieved without effective communication between library and academic staff in all its many forms.” (Morgan, 1997:25)

2.1 The influence of changing roles of academics librarians on career paths.

In the previous section it was mentioned how the role of academic librarians has changed. This change exerts a great impact on career paths. This does not imply that the library’s essential services must be neglected because roles have expanded. Harris (1994) agrees with the above view when he mentions that the planning of career paths should be done in consideration of maintenance of essential current services. He outlines the following as major activities typically undertaken in libraries:

- Collection development;
- Acquisitions;
- Cataloguing;
- Reference;
- Circulation.

Harris (1994) comments that the functions of acquisitions and circulation in US libraries, as well as much of the processing work involved in cataloguing materials, have been considered by those in the field to be 'non-professional', while collections development, reference and subject analysis have been the professional domain of librarians. Harris further comments that because of the increasing use of automated systems and new developments in information technologies, those tasks that were deemed professional are now being altered resulting in the blurring of distinctions between professional and non-professional work.

With the increasing use of technologies that enable people to conduct their own database searches, the role of the specialized online search librarian appears to be decreasing in significance. This trend seems to appear in other countries other than the US where library activities are technological oriented. Traditionally, the patron used to consult the reference librarian to access and retrieve numerous records in a database,

a task which lately the patron can do himself. Harris (1994) mentions that in the US the situation which allows information technology to be used to perform library tasks is resulting in using para- professionals in every aspect of library work. They are now involved in circulation, acquisitions, collection development, user education, and even subject cataloguing.

These trends are still continuing because the end user has become more empowered by having access to the web. Web access to online databases has decreased the role of reference and subject librarians in online searching for users, releasing them to do more important tasks such as being involved in information literacy and working closely with academics to incorporate information literacy into the curriculum.

Although online searching by patrons is a welcome relief for reference librarians to free them to do other professional tasks, a personal touch is essential.

Harris (1994) cites Stieg in his observation that the library user still needs a service oriented librarian to understand his problem, direct him to the best source, help him use it, and perhaps interpret and clarify what he finds. According to Harris (1994), automation in the US has not only affected cataloguing; it has a greater impact on the professional aspects of reference. Harris (1994) argues that automation has deskilled cataloguers

and moved the locus of control over the management of technical services from cataloguers and towards administrators and system analysts.

Johnson (1991) sees cataloguing as communication with computer stored files. Johnson further comments that in this age of technology, librarians rely on Machine Readable Catalogue (MARC) format to provide proper punctuation and spacing. He further recognizes the ease with which cataloguing records can be shared among many cataloguers as one of the greatest benefits of library automation.

The introduction of automation as we have seen in the above discussion has led to transformation of library tasks. This implies that the transformation of technical tasks also has an effect on organizational relationships and introduces ambiguity in the relationship between the professional staff and the user. The ability of the user to access online databases and information networks makes those tasks that were deemed professional to be ordinary, for example bibliographic indexes are readily available on some databases on the Internet.

Johnson (1991) mentions the role bibliographic utilities have played in library automation. He comments that utilities have promoted the development and application of library automation by serving as brokers

for information, training and computer, and online services. However, he argues that the trend has moved from bibliographic utilities towards implementation of local, integrated, multifunction systems that can handle a variety of library operations.

Automation has a great impact on the role of the librarian regarding information management. Creth (1995) comments on the need for librarians to design databases for their own use and to assist faculty in such efforts. Librarians could develop computer-assisted instructional programs for academic staff and user learning, integrate new technologies into the service while assisting users in learning how to apply these same tools to their own work. Creth (1995) observes that the increase in the number of people with backgrounds as librarians or online searchers who are practicing independently has multiplied ten or twenty-fold over the past 15 years.

The benefits of automation cannot replace the importance of sound human resource management. The rising cost of maintaining a library makes the use of flexible workers and para-professionals a viable option. Johnson (1991) observes that while professional cataloguers still prepare original records, most 'cooperative' cataloguing is now performed by para-professionals. This implies that staff at lower levels are assuming

more sophisticated responsibilities. Johnson (1991) further claims that in other libraries, cataloguers will become managers and planners, and will do little cataloguing. Currently cataloguers are still doing cataloguing but they give input towards the creation of proper tables for the input of their data.

Carayon and Soo-Yee Lim (1994) observe that the effect of office automation might vary from job to job. They found that most job design changes are not always due to the implementation of the word processing technology, but sometimes to the decision regarding work reorganization following the introduction of the new technology. For librarians the task design of office automation may be all positive in making the end-user self reliant, while for clerical workers or data-entry operators the effects may all be negative as their tasks are reduced at the risk of rendering them dispensable.

Managers should carefully evaluate and examine job satisfaction among staff. Quality in an organization can only be achieved if staff commit their fullest potential. Siggins (1992) states that the pace of change will require flexibility in assigning staff resources and also innovation in developing and using their skills. Johnson (1991) observes that staff reductions at technical services tend to result in the position of cataloguers being enhanced and the routine component of their work being taken on by para-professionals using automated systems.

Changing roles triggered by technological advances would demand more knowledge and scholarship. Academic librarians deal with issues of scholarship on a daily basis. They cannot afford to be left behind.

Continuing education is an aspect of librarianship that cannot be overemphasized. Acquiring an additional qualification is very helpful towards building a librarianship career. Courses mentioned by Morris (1993) included Master's degrees in various subjects including librarianship, the Diploma in Management Studies (DMS), the Master's in Business Administration (MBA), and higher degrees by research. The National Council for Vocational Qualification (NVQ) was set up to reform the system of qualifications in Britain and, more importantly, to develop an approach which would put standards in the workplace.

The NVQ operates on a similar basis as the National Qualifications Framework of South Africa. The Report of the Ministerial Committee for Development Work of the NFQ (Lifelong learning through a National Qualifications Framework ;1996) was developed, among other mandates, to provide guidance for the recognition of skills and competencies acquired through formal or non-formal education that could assist an employee towards his career path.

At the time of her writing in 1993 Morris mentioned that the details for library and information work were still to be resolved, but it was assumed that the National Vocational Qualification (NVQ) could have considerable

impact in the future. Additional qualifications often help when people are required to undertake tasks that are not job related such as project management or being involved in marketing projects.

Churukian (1997) comments that technology has an influence on the attitude of library clientele in that it creates higher expectations of what librarians could do for them. He also mentions that library management needs to allocate time for librarians to pursue teaching, research, study and writing. These activities need to have the institution's support through policies, resources and financial backing. Without formal qualifications it would be difficult for academic librarians to undertake these tasks.

Churukian (1997) also encourages academic librarians to strive for full academic status. Churukian further comments that the only way librarians can have academic status is to work towards the objective of teaching not only bibliographic instruction but various disciplines, for example their major subjects.

Morgan (1997) agrees with Churukian's comments that an academic status would be difficult to attain without obtaining a Masters or a Ph.D and adding the institution's administration support to it. Morgan further mentions that it would be easier for a librarian who has qualification in a subject relevant to a particular department to gain credibility with academics. He further encourages postgraduate qualifications in LIS

studies to demonstrate an affinity with postgraduate students as well as academics' needs at a postgraduate level of study.

2.2 SUMMARY

What emerges from the above discussion is that the library profession has transformed from keepers to providers and distributors of information.

The various new roles that have emerged are that of a teacher, knowledge navigator, database designer, trainer, knowledge manager, activist, and technologist. All these roles need specific skills and training for an individual to be competent in them.

Certain tools towards achieving competency in these roles are required.

Creth (1995) mentioned continuing education as a necessary aspect in enhancing competency and acquiring skills. Continuing education might be in the form of professional qualifications such as Masters in Librarianship or other fields (Morris:1993). It could also be in the form of a model suggested by Varlejs (1997:99) which includes:

In the workplace - inservice training, coaching and mentoring

- incidental learning
- self-directed learning projects
- current awareness

Outside the workplace - professional meetings, conferences

- workshops, courses, etc

- visits, job exchanges

The discussion has also revealed that the roles of librarians have been redefined through the services they offer. They are now engaged in automation of their libraries, teaching, participating in professional groups and involved in faculties outside the library building. The Internet and telecommunications have a great effect in changing academic librarians' roles. To accommodate the heavy use of the Internet in and outside the library, Rusch-Feja (1997) has suggested that librarians become Internet trainers.

It also emerged from the discussion that in the 80's there was despondency regarding career progression among librarians, however the 90's brought about the permeation of automation in every sector of the library which resulted in the emergence of new roles for the librarian. These new roles require that staff be prepared for them by undergoing a staff needs analysis programme. This programme in turn must be evaluated on an ongoing basis to ensure its relevancy to trends. Staff needs analysis would also assist managers in implementing ways to keep staff motivated to eradicate stress and unproductivity.

There is so much value that is attached to interpersonal skills in the LIS. Support staff need to be updated about current organizational objectives

and goals on the same basis as permanent staff. Communication channels between LIS and academics should remain open to facilitate academic integration and there should be formal channels such as committees for that. Communication channels between support and permanent staff are equally important to facilitate efficiency and continuity of services.

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CHAPTER 3

TRAINING PROGRAMME CONTENT AND PRESENTATION

In most instances the Library School professional education does not prepare one for these constant changes and new roles in the LIS field. It is for this reason that training is necessary for staff to enhance their abilities for the new roles emerging in the academic library. Mitchell and Larson (1987:561) define training as an attempt by an organization to change the behaviour of its members through the learning process in order to increase effectiveness. According to Gerber, Nel and Van Dyk “training is a deliberate effort to teach specific skills, knowledge or attitudes to serve a specific purpose.” (Gerber, Nel and Van Dyk, 1987:461). Dessler states that “training involves giving new or present employees the skills they need to perform their job.” (Dessler, 1994:238)

A good starting point for planning training is to assess training needs. The primary purpose of towards assessing training needs is to determine what training, if any is required. Dessler (1994:240) mentions that assessing the training needs of present employees can be a complex task. The reason is that the assessment is often problem-initiated and the problem would not always be solved by training. He further acknowledges that to discover what training is needed and can be afforded a thorough analysis of the organization, the jobs involved and the employees affected should

be conducted. Gerber, Nel and Van Dyk (1987) agrees that training should be given only if it can help solve specific problems in the organization.

Training acquired should be implemented otherwise it becomes useless if there are no resources or opportunities for its use. Jones and Jordan (1984:96) point out that identification of a training need should include:

- Analysis of changes in the community served which have required a new response from the library;
- Analysis of tasks being poorly performed.;
- Changes in library procedures and practices;
- Analysis by group and by individuals.

ANALYSIS OF CHANGES IN THE COMMUNITY SERVED

The changes in the community served could be interpreted as technological changes occurring within or outside the academic institution which have an impact on the functions of the library e.g. use of technology in teaching and learning. In a study conducted by Kerslake and Goulding (1997) on flexible workers, it was found that workers welcomed computerization, as improving conditions of work. In a study by Moyo (1996) it was found that amidst the technological driven developments, the library was devoid of concerted staff development programmes concerning technology. The few staff who were trained by the library did

so through coincidental circumstances, such as when the library received a scholarship from a donor agency for developing manpower for automation.

ANALYSIS OF TASKS BEING POORLY PERFORMED

It could be helpful to assess the cause of poor performance when all the necessary resources are available. Kerslake and Goulding (1997) warn that failure to offer basic information technology training to workers who are then expected to use computer equipment creates immense pressure for the workers. They further comment that such pressure is likely to inhibit learning ability and productivity, if it does not make the worker resign. Time frames could be set and output analysis conducted to determine the quality of job performance. This could assist in the identification of training needs if deadlines and standards set are not being met.

CHANGES IN LIBRARY PROCEDURES AND PRACTICES

Dramatic changes such as the installation of a new library system, introduction of a new software package, moving from print media to electronic media would result in heavy training needs. Kaufman (1995) reports that many professional librarians in his study knew what they were supposed to do and how they were to go about it, but without

adequate training they were often uncertain of how their activities fit into the organization's priorities. This could be avoided by explaining to staff how their work contributes to the success of the organization when new organizational policies are introduced.

ANALYSIS BY GROUP AND BY INDIVIDUALS

This can take the form of both individuals and group assessing their own needs with the group basing their views, their present performance and their aspirations for the future. The individuals could concentrate on their own perceived need with an eye on self-development and future ambitions. (Jones & Jordan, 1984:96). Line and Kinnell (1993) comment that stress-causing aspects in a librarian's work could be identified through this process. Conflicts between people can be very harmful to the organization because energies that should go to into work would be absorbed by emotions.

Training and staff development's distinction is often blurred, but they both contain an element of learning. Whetherly (1994) says training meets specific objectives and development helps the individual grow, learn and develop personal awareness including non-work activities. Kaufman (1995) comments that it is important that library managers recognise that values, work orientation and appropriate reward systems change in

importance over a professional's career span and can be different for each individual. He further comments that professionals value the opportunity to work on issues that they believe will make a difference in the future both to the organization and to the profession.

Training is beneficial to both the organization and the individual because it is needed for:

- Achieving the organization's objectives;
- Staff to acquire the necessary skills needed to implement change;
- Enabling services to maintain a competitive edge;
- Contributing to quality management;
- Sustaining staff morale and motivation;
- Making learning an integral part of the organization.

To achieve all these the organization has to develop a commitment to training. Training needs have to be identified before any training strategy can be embarked on.

Training needs could be organizational, job or occupational, or individual needs. Training needs have an impact on the various levels of an organization. Line and Kinnell observe that

“at the organizational level, the human resource plan for the library will highlight skills deficit, at the departmental or

functional level, information will be available by comparing absence turnover levels and customer dissatisfaction, at the job level, similar analysis can be made to compare jobs or groups of jobs, and at the individual level, information from personnel appraisals and requests for further training provides useful data.” (Line and Kinnell, 1993:343).

According to Goulding and Kerslake (1997) training strategies may include:

- Policy documents, outlining the training opportunities the organization sees as appropriate for various workers;
- Consultative groups, meeting to discuss training needs and opportunities.

He further mentions that training needs for part - time and temporary workers include:

- Health and safety training;
- Health and safety training regarding shared workstations;
- Health and safety training regarding stress;
- IT training needs.

Training needs of part-time and temporary workers should be considered as they form part of the organisation’s workforce. There could be a danger of unbalanced service provision if this group of workers is

excluded from training needs assessment. Those workers who would be receiving training would be offering better service than those who would be excluded.

Johnson (1991) observes the need for more communication and teamwork among departments bridging the traditional gaps between technical and public services. Systems librarians need to be informed by reference and circulation librarians about how users are dealing with new services. Technical services librarians need to consult with reference librarians when preparing searching terms.

Goulding and Kerslake (1997) mention that there is a lack of formal communication such as appraisal sessions for part-time and temporary workers. Goulding and Kerslake further comment that non-formal communication networks in the form of worker to worker contact are also impossible for part-time and temporary workers because the workers are usually available during busy hours.

Problems with training are experienced by both managers and workers.

Managers often experience certain barriers to training such as:

- Direct and indirect financial constraints;
- Logistical difficulties;

- Reluctance both on the part of the worker to participate in training and on the part of the manager to initiate it;
- Workers' reluctance to participate in training.

Workers also experience the following barriers:

- Lack of training;
- Access to training;
- Timing/ scheduling of training;
- Communication of training;
- Financial barriers – workers may have to pay for additional child-care whilst being trained and this cost may not necessarily be refunded by employers.

To avoid experiencing these barriers various training opportunities can be explored such as:

- Induction training;
- On the job training;
- In - house training;
- External training.

3.1 Training needs of library assistants and subject librarians

In this study special attention has been given to library assistants and subject librarians. The reason for this is that library assistants form a component of all departments in the two libraries that were studied. They are often the main people with whom users have contact and thus represent the "public face" of the library. In addition, special attention has been given to the subject librarians who are at a user interface of information provision. These two groups also represent the almost lower and the almost higher echelons of library staff when taking into consideration this hierarchical structure of the library: bookstack attendant \Rightarrow library assistant \Rightarrow senior library assistant \Rightarrow librarian \Rightarrow subject librarian \Rightarrow manager. It would be interesting to establish what are the developmental issues affecting these groups and what skills are necessary to assist them to enhance their performance.

It is generally recognised within the information profession that librarians have a range of generic skills that could be usefully transferred to other roles e.g. a range of managerial, interpersonal and information handling skills which information professionals possess. Farmer and Campbell (1996) comment that there are ways in which these transferable skills can be identified, highlighted and accredited, such as mentoring, exchanges and continuing education. Farmer and Campbell further comment that it is

necessary to establish a framework of the generic and transferable skills that information professionals could employ in other roles. This framework, hopefully, would enable librarians to market their own skills more effectively, to pursue more diverse career opportunities and to identify areas where further education is necessary for them to transfer to other roles.

Establishing what skills library assistants have would be useful because most of them are in their positions because of lack of library qualifications. In enhancing the skills that they already have, library assistants could identify their areas of interest so that they can pursue them. Their interests would develop through their involvement in the various duties in the library. Some of them would be interested in the technological or the training side of librarianship and not necessarily in the traditional tasks of librarianship.

It has always been assumed that library assistants play an important supportive role in providing academic library and information services but this has scarcely been acknowledged in their perceived status. Today, most tasks that had been deemed professional have been handed down to library assistants. This is due to financial constraints and other reasons such as increasing numbers of students that require more staff to handle queries and automation that make some tasks easier to handle.

It is often difficult to train library assistants when the prospects of mobility are bleak. Sykes (1996) recommends team based structures and flatter organizations. He comments that subject teams allow staff to derive their sense of stability and loyalty from identification with a particular set of routines and procedures. This does not imply having rigid job descriptions but an allocation of duties for certain services. Subject teams also encourage a certain flexibility within teams as to who does what. Project teams are also formed to undertake particular tasks and get disbanded when their work is done. This encourages the feeling of ownership of changes and policies.

Creth (1995) agrees with Sykes about team-based structures by commenting that teamwork should be central to the library organization, built on individuals grouped together to perform tasks related to a specific process or project. Creth also suggests that commitment by all members of the team to the goals of the team rather than individual goals is essential. Creth (1995:95) comments that training to assist individuals to learn new skills and behaviour for a team-centered organization is required for creating an effective team environment. The emphasis is on the openness of the managers in playing a key role in the creation of team-based structures.

Cochrane (1997) agrees with Sykes on the view of flatter organizations. He says technological and management developments have influenced the nature of organizations. He points out that “organizational hierarchies are flatter, greater emphasis is being placed on teamwork and collaborative learning, employees are expected to be multi-skilled and flexible in their approach” (Cochrane, 1997:65).

Flatter organizations result in a broader claim to responsibility. As organizations become flatter, and the span of discretion of each individual manager widens, it becomes less and less possible to ensure high quality work. Through close supervision and detailed direction of who is responsible for what this muddle could be overcome. Staff appreciate assessment and acknowledgement of competencies.

It is suggested that approaches such as taking turns in leading the team can be used to enhance team spirit and develop leadership skills. Creth (1995:94) suggests that team members must have a willingness to share authority and responsibility. Developing leadership skills results from taking into consideration assets such as trust, respect, and cooperation between the team leader and the team. Creth agrees with this view when she comments that the individual members must have respect and trust for one another and for their respective talents and abilities. For the leader to

be efficient it is necessary that self-evaluation takes place that would lead to self-understanding. Once self-understanding has been realised, the personal vision of where the team is being taken to would be integrated within the organization's strategy.

To achieve an effective self-evaluation, the team leader needs to ask the following questions:

- Who am I?
- What is my leadership style?
- How do I respond in relationships?
- What do I enjoy doing?
- Where am I in the process of change?
- How do I get there?
- What are the road signs?
- Where am I going?
- What vehicle do I want to use? (Roodt, 1997:31).

Sykes (1996) says training and development of library assistants is highly recommended for certain topical changes in academic librarianship such as convergence, the growth of the Internet, new approaches to teaching and learning and the movement towards customer service approaches. This would benefit quality service in the library because the customer

does not know who is professional and who is not when they require service. The library's concern in training library assistants should be to keep the user as the central focus in any organizational design.

Cochrane (1997) observes that many employees are becoming aware that their skills are becoming redundant and employers are beginning to consider the full implications of concepts such as the learning enterprise.

Cochrane points out that "if LIS professionals think about their own and the continuing education of others in a new light then it is possible that they will play a key role in continuing education along with other professionals such as lecturers, trainers, courseware developers and educational technologists." (Cochrane, 1997:65). This implies that because academic librarians play a key role in the education of others therefore they need to be professionally equipped to play that role.

Sykes (1996) also suggests that external courses offered as part of the staff development should be supplemented by mentoring, action learning, placements and exchanges. Open and resource based methods of learning permit the release of large numbers of assistants for training simultaneously. Informal opportunities for moulding and developing staff should be seized e.g. meetings held to give a broader picture of the organization and how each one contributes to it.

Farmer and Campbell (1996) comment that professionals perceive that their opportunities for career advancement are limited. The librarian working in a specialised environment is likely to develop special skills and competencies in relation to that environment. This is true of subject librarians working in specific departments. They become attuned to the information needs of those specific courses and become familiar with literature search tools related to that environment.

The irony of this high level of competency, according to Farmer and Campbell (1996), is that it often hinders the professional transferring into other fields of librarianship. On closer examination though, these skills are embedded in subject librarians' present roles. Subject librarians are responsible for collection development, liaising with the academics regarding materials for programmes of study according to their budgets and determining relevant electronic sources of information.

The role of subject librarians involves academic liaison, collection development, information skills teaching and inquiry work. Bluck (1996) comments that there is a basic conflict between the subject role which requires subject knowledge, and the functional role which requires relevant sources for the subject. However, this conflict is absorbed when

the subject librarian's functional role becomes subject oriented as it has to do with making available information resources, teaching information literacy skills, liaising with academics with regard to new material that would be required for all courses. There is a perception that these tasks do not allow for other managerial skills such as supervising and budgeting, to develop.

There are also changing functions in subject librarians' work due to automation. Bluck (1996) says they will need to acquire more sophisticated teaching skills, further information technology (IT) skills, a better understanding of the information needs of students and staff, and the ability to work creatively in subject based teams rather than in isolation. Morgan agrees with Bluck when he points out that "the academic librarian of this decade and beyond has to possess a portfolio of other IT-related skills in order to complement and support navigational skills." (Morgan, 1997:24). Morgan (1997) further comments that these skills help library staff to manage information widely and also transfer these skills to users.

Morgan (1997) mentions the following skills as some of the skills that an academic librarian should acquire:

Word processing, desktop publishing, use of bibliographic software packages, spreadsheets, graphic packages, bulletin boards, dexterity with data and file manipulation, developing and maintaining World Wide Web files, familiarity with local automated systems, IT trouble shooting and familiarity with developing operating systems.

Bluck (1996) mentions that subject librarians sometimes assume that management means managing people, and so may not appreciate the experience they are gaining in their current role. Managing library services for a specified group of customers should encourage subject librarians to develop their understanding of the educational context, through liaison with academic staff. Collection development enhances subject, bibliographic and budgeting skills. Information work helps to develop teaching and IT skills. Inquiry work provides an opportunity to learn more about customer needs and ways of responding to them. The above views bring a positive aspect to Farmer and Campbell's (1996) earlier argument that career prospects of subject librarians are uncertain.

An awareness of customer needs should influence everything a subject librarian does. This awareness can be easily achieved through academic liaison, involvement in course planning, and student feedback via course committees. This requires good planning, cooperation and support from

the academics. Effective cooperation with other library staff is as important for the subject librarian as developing a good rapport with customers.

Bluck (1996) mentions that quality service can often depend on the interpersonal skills used in communicating with colleagues. Creth (1995) suggests that academic librarians should pursue the opportunities that exist through closer collaboration with colleagues in computing centers. She further suggests that the LIS and the computer centre of the institution have to work together “collegially in addressing everything from designing systems to creating tools that ensure easy access to the world of information available on the Internet, and from developing joint user education programmes to the developing of institutional policies.” (Creth, 1995:97).

Interpersonal skills are also useful for communicating with users. Morgan (1997) comments about the importance of the relationship between librarian and user in which interpersonal skills and a service oriented approach are paramount regardless of the involvement of IT. This statement implies that IT alone cannot provide efficient user service if there is a lack of good interpersonal skills.

Levy and Usherwood (1992:139) suggest that interpersonal skills need to be defined democratically according to that particular organizational setting. They further comment that core communication skills which are applicable to many interactions can be identified. They mention that core skills which include non-verbal communication, active listening skills and assertiveness are relevant to the library environment. These core skills can be applied to a wide range of interactions in the areas of client relations, team work, management, supervision and self-management.

Taking up professional activities such as professional reading, maintaining contact with other professionals and joining professional associations is part of professional development. Groups of professionals provide a forum for the exchange of ideas, a chance to meet colleagues to discuss common problems and give mutual support. Bluck (1996) states that personal development, where staff takes courses mainly for their own interest, is only indirectly related to work. This can lead to opportunities for development through publication or giving conference papers.

Any training that is undertaken should include its assessment. Assessment could be done before, during, and after training. Bluck (1996) mentions that the trainer, supervisor, and the training officer are the stakeholders responsible for assessing training. If there is higher productivity due to

the training acquired, it could be costed and related to the total course costs, therefore demonstrating the financial advantage of training.

During the administration of training, a training plan might set out what training will be provided, how it will meet needs, how it will be undertaken, what the expected outcome will be and the desired time scale. Bluck (1996) suggests that a training officer must maintain a detailed budget and monitor expenditure. He further suggests that the resources used to support training have to be incorporated into the budget. Equal opportunities must be taken into consideration during the planning of training and administrative details that reflect that must be addressed.

3.2 Planning of career paths

The above discussions indicate that development and training can successfully be implemented and yield expected results if there is a definite career path for an employee. The planning of a career path needs to take into consideration the maintenance of essential current activities and the goals of an organization.

There are certain issues that must be considered when designing career paths. Gerber and others (1987:175) identified five steps to an approach to career management:

STEP 1 : Match the goals of the individual with those of the organization

STEP 2: Link career development with the human resource department and with management.

STEP 3: Link career development with environmental trends and values.

STEP 4: Have regular communication between the employer and the employees.

STEP 5: The employer's responsibility in effective career development.

The relevance and the functions of these issues needs to be explained

STEP 1- Match the goals of the individual with those of the organization

Gerber and others (1987) mentions that each employee involves himself or herself in a career planning exercise to determine what he or she wants to do currently and in the future. Morris (1990) comments that the object of career planning is to know what you want and then accept or reject the options that are available.

Morris further comments that self evaluation needs to take place to determine the gaps that occur between strengths and weaknesses. Gaps that could be of significance include experiences of new technology in libraries,

management skills experience, skills and confidence in communicating to individuals and to groups. Gerber and others (1987) mention that job analysis would help towards indicating the personal requirements of a job and what the job entails. Job analysis would also assist in determining whether a specific employee is capable of doing a particular job.

STEP 2: Link career development with human resource department and with management.

Gerber and others assert that career development should fit in with the organization's management system to ensure that career development programmes do not clash with the organization's long term philosophy (Gerber and others, 1987:177). Gerber and others further comment that top managers should support supervisors and management who direct career development programmes. In the UK in a survey done by Reed Personnel Services it was found that employees put a higher salary second to the chance of career progression in a list of the top five reasons why people change jobs (Pricket:1998).

STEP3: Link career development with environmental trends and values.

Gerber and others (1987:177) point out that the whole process of career development needs to be redefined in terms of future trends. Gerber and others suggest that an employee's skills should be comprehensively updated

every five years if he or she wants to remain ahead of technological developments. Lief (1997) mentions that the trend in the US is that of establishing career paths for part-time workers. He further mentions that businesses and temp agencies realize they must make jobs and career opportunities more attractive to get and keep these workers. The academic library could also benefit from similar ventures to create opportunities for freelancers in this profession.

STEP 4: Have regular communication between the employer and the employees.

Gerber and others (1987) suggest that all affected parties should communicate regularly on the drawing up of career development plans and should be kept up to date on the progress made on these plans. Affected parties could include affected employees, trade unions representatives, human resource departments, and heads of departments (HODs). Gerber and others further suggest that if there is no possibility for upward mobility in an employee's career rank, he or she should be assisted by the employer to find alternative employment. This kind of impediment should be avoided as it could lead to frustration and low morale resulting in low productivity. The "Hot tips" section (1998:12) of the journal *Management*, provides the following tips to managers to assist staff to continue on a successful career path:

- Understand the problem
- Talk to the employee
- Isolate areas of concern
- Offer assistance
- Suggest new and challenging options
- Plan changes and challenging options
- Reassure the employee
- Stay in touch

STEP 5: The employer's responsibilities in effective career development for employees.

Gerber and others (1987:178) assert that the employer's commitment to career development should be evident in the creation of opportunities and provision of the means required by an employee to carry out his or her career development. Jeffords (1997) suggests that managers can know of inner needs of individual employees by having annual or quarterly performance review which would provide an obvious opportunity to learn more about individual employee needs. He further mentions that good managers will not wait for scheduled interviews to learn about their professional staff, but he or she will use all opportunities available such

as engagements that occur on the job or at lunch or during social encounters away from work.

Career path designing is not a once-off process. It needs continuous evaluation and measurement against environmental trends and the mission of the organization. The design of its policy must be inclusive of all staff members' participation. Library management must be flexible to new ideas brought by staff members concerning their career development. Adherence to the policy is important but the policy should be reviewed periodically to keep it up-to-date with global trends.

3.3 Summary

It emerged from the discussion that training is necessary to develop and enhance skills important for the new roles in the library. Prior to the implementation of training, a training need assessment is necessary to identify latent potential and equip identified staff with the skills that they might be lacking. The success of the training need assessment depends on the methods used to perform it and might vary from individual to individual.

Performance appraisals have been identified as the best formal approach and could be supplemented by communication channels such as lunches, surveys and informal open door policies. Once an individual's training

need has been met and his potential developed, the increased performance must be monitored and evaluated. It is during this stage when it could be confirmed that capacity building has occurred.

Dessler (1994:240) suggests that assessment of training needs of present employees could be complex because they are often problem-prompted. He warns against implementing training as a result of a problem before establishing whether personal issues are not involved. Criteria for undertaking training assessment should be set. The criteria would assist during the evaluation of the success of the training.

The discussion recommended the following criteria for the identification of training needs:

1. Analysis of changes in the community served which have required a new response from the library;
2. Analysis of tasks being poorly performed;
3. Changes in library procedures and practices;
4. Analysis by group and by individuals.

To achieve proper training, its planning must include both support and permanent staff. The discussion has revealed that training needs are directly related to changing roles of staff. The more rapidly the roles

change, the greater the need for training. Subject librarians and library assistants's training needs have emerged as being influenced by wide use of information channels like the Internet. For these groups roles are changing as a result of this influence, hence the increasing importance of their training needs. Subject librarians' training needs would be presentation and teaching skills, information technology skills, communication and interpersonal skills, leadership and supervisory skills. Library assistants have emerged to need information technology skills, communication and interpersonal skills, team building skills and leadership skills.

Various approaches could be used to implement training both inside or outside of the library. These training opportunities have been identified:

1. Induction training;
2. On the job training;
3. In-house training;
4. External training.

Commitment to training must be reflected by the availability of a training officer. Without someone who is accountable for training it would be difficult to monitor the success of a training programme.

Goulding and Kerslake (1997) have identified the existence of a training strategy. A training strategy would include a policy around training. This policy would assist when training barriers are experienced. The training policy should also assist an individual in matters concerning establishing career paths. Career paths planning should always be done in consultation with both the supervisor and the employee to establish whether the goals of the organization and those of the individual are met. It would be a danger to prevent an individual's career progression because of lack of proper consultation and lack of training.

CHAPTER 4

MENTORING, COACHING AND EXCHANGES

In discussing training, the researcher has decided to concentrate on mentoring, coaching and the use of exchanges because these were training techniques originally identified by the CALICO Capacity Building Task Team as being potentially valuable within the Western Cape environment.

Sykes (1996) comments that professional development can also occur during mentoring. Farmer and Campbell (1996) mention that during mentoring, transferable skills can be identified. Burrington (1995) mentions that the idea of introducing mentoring as part of staff development has long been around. It is only recently that it has been given attention. Berry (1998) agrees that the recent interest in mentoring has been put down as the attractiveness of using resources already held within the company and using experiences of existing managers to develop staff rather than paying for expensive training. It should be noted though that mentoring has some costs in the form of time and labour. These costs can be eliminated through proper planning of the mentoring process. Matulovich (1996) suggests that at the beginning of any mentoring programme organizational objectives should be set and the means of measuring the success of the programme decided. Hunt (1991) agrees that it is important to set goals and make them widely known when planning a mentoring programme.

The following are the different forms of mentoring that Berry (1998) mentions:

- Induction - it involves mentoring new members, for short-term purposes by staff in equivalent positions;
- Issue - it is done when a new concept or change is introduced in the organization's goals or culture;
- Promotion of disadvantaged groups – it is done when there is an aspiration to develop staff from HDGs;
- Career development – it is done when staff are promoted from junior to middle positions or management;

Professional development - it is done mainly in the UK in order to write a professional development report for a qualified librarian to gain chartered status.

Burrington (1995) observes that many organizations have a loose form of mentoring where a new employee is taken through the various activities that the job entails. Berry (1998) mentions a loosely formalised format used at Birkbeck Library. She says when a new member of staff joins the library, they are given an induction checklist, a list of routines, procedures, and information which they are expected to assimilate during the first 3 months in the post. Sessions are organized for new staff and progress monitored throughout this period.

Burrington (1995) suggests that workplace mentoring should be introduced after considerable thought and great deal of planning. He says fundamental issues to be considered include:

- Results wanted from the mentoring programme;
- Who should be involved in it;
- How partnership between mentor and mentee should be arranged;
- Whether the programme should be open-ended or restricted by a particular length of time;
- Whether the skills to be developed are specific or general;
- How much time should be devoted to mentoring activities;
- The level of record keeping.

The latest idea about mentoring is that it is composed of a general concept of succession planning, in which staff are encouraged to extend their skills and therefore ensure a pool of talent available to fill vacancies through competition.

Time and cost of training programmes can prove to be too high when long-term results are expected. Mentoring can be a cost-effective way of providing training. The concept of mentoring includes giving support, providing a learning frame of reference, monitoring, and reviewing activities. It is one of the many approaches that have been declared useful

in staff development. Nankivell and Shoolbred (1997) regard mentoring as a tool for:

- Individual self development;
- Staff development within the organization;
- Enhancing and benefiting the organization.

Nankivell and Shoolbred (1997) comment that mentoring has the following attributes:

- Mentoring is a process;
- It can be viewed quite differently from the perspective of the individual or the organization;
- Ideally, both sides benefit from the mentoring process;
- Although informal mentoring just happens, training for mentoring is extremely important;
- Mentoring relationships exist along a spectrum from formal to informal.

In a project that was conceived by the Personnel, Training and Education Group (PTEG) of the Library Association (LA), and conducted by the Centre for Information Research and Training (CIRT) in the Faculty of Computing and Information Studies in the University of Central England, it was concluded that there are four essential elements of a successful mentoring relationship:

- Partners must get on well together;
- Mutual respect between partners;
- Commitment of time and energy from both partners;
- It is evolutionary in nature and may continue to develop beyond the original scope.

Whetherly (1994) comments that during mentoring the learner is encouraged to identify problems and solutions. She further comments that the mentor will not only be concerned with helping to solve problems but also with assisting in developing and meeting longer-term career plans and goals. Matulovich (1996:22) suggests that should people expect promotion because of their involvement in the mentoring programme, it must be explained that mentees will have to merit promotion and not automatically be entitled to promotional prospects.

In an article Dunn (1989) explains how Coopers & Lybrand, an international firm of accountants, at their South African branch, committed itself to an Affirmative Action Programme (AAP) in an attempt to assist the process of training and advancing the qualifications of young Chartered Accountants. The programme was under constant review but it became clear at an early stage that one of the most important constituents would be a mentorship programme of some kind.

As mentioned in the previous sections dealing with the essential elements of a successful mentoring relationship, the first requirements for an AAP are the commitment of partners and staff to the concept and also assistance in the development of mentors and protégés. A pilot programme was run in the Johannesburg office of Coopers and Lybrand in 1988, and 13 new recruits in the audit department were selected as protégés. Of these six were White and seven were Black. 13 mentors who were articled clerks with two to three years' service with the firm were selected.

For any mentoring programme goals and objectives are essential. The objectives of the course were:

- To ensure that the protégé is given the opportunity to grow and develop maximally in accordance with his or her potential;
- To establish a structured mentorship process;
- To develop the mentor's management skills through specific training;
- To develop the protégé in skills through specific training;
- To develop the protégé in skills and behaviour that would facilitate success and advancement in the workplace.

The training programme for mentors included a three-day course designed to equip them with knowledge, skills, attitudes and the structure to

develop their protégés. The protégés attended six one-day sessions at approximately two weekly intervals. The highlight of the programme, in August 1988, was the presentations by the protégés to about 80 partners and staff. Most of the protégés had never made presentations before and it was an important occasion for them. In November 1988 a follow-up session was held with mentors, protégés, Coopers and Lybrand consultants and a number of partners. The strengths, weaknesses and suggestions for the future were debated at length.

Dunn (1989) concludes that the course assisted the integration of their 1988 new recruits into the firm, and their improved self-confidence from having participated in the programme could be clearly seen. He comments that it was necessary to have formal training for mentors and protégés, and for the programme to succeed it was essential for them to complete some form of project to ensure that the mentor/protégé relationship develops and continues over time. He also recommends regular follow up sessions.

After this initial mentorship programme a series of other mentorship programmes followed, all composed of the objectives or purpose of that particular programme. At the beginning of January 1991 a fourth mentorship programme was introduced. At the time this article was

written it was run by their training department and formed an integral part of the firm's training programme. The procedure was that, the protégés attend a two-day seminar together with the mentors to whom they are allocated. The two-day course deals with the relationship between mentors and protégés and how mentorship can assist in developing committed people in the firm. At the end of the two-day structured programme the mentors and protégés will work with one another in the office and thereafter a number of assignments are set for the protégés to complete. Besides helping the protégés make use of the skills and knowledge they have acquired in the classroom, the assignments include discussions with mentors on career development and the opportunities the firm can offer.

During this process the protégés are also expected to conduct an interview with senior members of the firm who will develop insights, increase personal exposure and enhance confidence. Burrington (1995) comments that mentoring is a labour extensive and time consuming way of producing high calibre staff, but it can have tremendous benefits for an organisation and its employees because if well planned it can be extremely cost effective as well. It is seen as labour extensive and time consuming in that much preparation and reviewing is put into it.

In an article written from the library perspective of mentoring by Ritchie and Genoni (1997) a model for group mentoring is discussed. This discussion recognises that mentoring is necessary as a form of continuing education especially for graduate librarians. According to Ritchie and Genoni mentoring has the following three characteristics:

- A two-way learning relationship which draws upon the knowledge and wisdom of suitably experienced practitioners;
- A design to fulfil two broad purposes of career development and psychosocial development with the specific goals of the relationship being determined by the individuals involved;
- A relationship which develops in time (Ritchie and Genoni, 1997:89).

Ritchie and Genoni (1997:89) assert that group mentoring is the process in which the functions and roles of mentoring are shared by the group's leader and participants and carried out in a group environment.

The Australian Library and Information Association (ALIA) organized a group mentoring programme in order to facilitate the transition of newly graduated librarians into the profession (Ritchie and Genoni, 1997:90).

According to the requirements of a mentoring process as previously mentioned, it was necessary for ALIA to state the objectives of the mentoring programme which were as follows:

- To provide opportunities for continuing professional development in librarianship;
- To facilitate the sharing of information, ideas and feedback in a supportive environment;
- To encourage the application of the theory learnt in formal education to practical issues and experiences;
- To assist participants to develop and achieve their career plans;
- To provide opportunities for participants to learn and practice mentoring and peer support skills;
- To encourage the development of leadership roles within the group;
- To introduce the participants to ALIA committees, groups and networks.

Information about the programme was circulated prior to the end of the final semester to graduating students from the two Western Australian universities' library schools. This was done in order to secure commitment of the interested parties in accordance with the essential element of any mentoring programme – commitment of participating members. Seventeen new graduates attended the first meeting.

Another approach towards capacity building that was mentioned by Sykes (1996) is coaching. Chamberlain (1997:30) defines coaching as a

form of on the job training using work to provide planned opportunities for learning under guidance. It is also part of good management practice because it is about helping, guiding, encouraging, and loosening the leash. Institutions often ignore coaching as a development activity because it is perceived as requiring a considerable investment of time and there are consequent fears about the waste of resources.

An obvious instance when a waste of resources might occur is when an employee is sent to an expensive course and no pre or post briefing takes place to focus the trainee on how he is going to apply the newly acquired knowledge to improve his performance. Ironically, learning received in the class or training room fails to be applied at the place of work because the trainee could not understand how the training received related to his work. Coaching tries to reverse this situation because learning occurs on the job. Chamberlain (1997) comments that every meeting to be attended and every task done at work constitutes learning. This view needs to be emphasized during the process of coaching.

Rossiter and Parry (1988) comment that people are influenced not only by the content input but also by the context in which that learning takes place. This would include the culture, values, facilities and life experiences of the learner. Chamberlain (1997) identifies the following

principles as a basis of recommending that coaching be applied as a management tool:

- Most development takes place at work;
- One person has a profound influence on the way another does things;
- Working relationships can be used to pass on or share skills, knowledge and experience;
- People development is dependent upon company climate and management style.

To facilitate the success of a coaching programme, it needs to be driven from the top down. An appropriate management style devoid of autocracy, insecurity, unpreparedness to share knowledge, resistance to change would be necessary for the programme's success. Chamberlain (1997) comments that the existence or creation of a learning culture within the organisation will provide the environment in which development can flourish. A learning organisation is one in which all employees are committed to acquiring new competencies and are prepared to develop other employees continuously.

Coaching would make a big contribution in the process of transformation in South Africa. The Employment Equity Act (1998) is one of the tools intended to facilitate transformation in the workplace in South Africa.

This act cannot operate in a vacuum hence the need for approaches like coaching.

Rossiter and Parry (1988) point out that several highly competent observers stress the degree of alienation from business which young Blacks feel in South Africa. This is still the case today where young Blacks are made to feel that they have been employed not on merit but because it is an affirmative action position. Rossiter and Parry recommend a bridging course which aims to produce competent thinking employees. A bridging course to close the alienation of Blacks from business makes sense but the aim should be to develop them to the required standard through exposure. Coaching would serve as an appropriate tool for this process given the fact that it is on the job learning.

Rossiter and Parry further comment that if one encourages young Black employees to sharpen their thinking skills, it is likely that they will begin thinking more deeply about the glaring political and socio-economic problems.

Rossiter and Parry's comments epitomize the South African situation where young Blacks' thinking skills are undermined. Black South

Africans are conscious about the political and the socio-economic problems of this country as they have been made part of them through the inferior life that they have been subjected to. If the education that Blacks had received was adequate there may never have been a need for bridging courses or capacity building programmes. In-house training and further education would be just routine measures of development.

Chamberlain (1997) advises that coaches can be developed by means of a workshop in which 'on-the-job' learning is created. He argues that by working in groups coaches can learn and understand the principles of how to develop a process for implementing coaching within their own work situation. In those workshops trainee coaches could also develop the skills and competencies necessary for them to be effective coaches. The emphasis should be on skills development. Plans must be developed and reviewed continually, coaching opportunities sought diligently and skills practiced all the time. Coaching skills can be applied in a variety of situations including management and supervisory development.

Farmer and Campbell (1996) also mention that transferable skills could also be identified through exchanges. If institutions could engage in exchange programmes, they could save economically while benefiting in

skills and exposure to different and better experiences. Allen (1989) reports that Black South African entrepreneurs received a major boost with the announcement of an exciting new exchange programme, whereby promising business people were given an opportunity to travel to the United States to make new contacts and gain experience and knowledge. The aim of the programme was to give the recipients a crucial business advantage flowing from their new American connections, and to provide a support programme which would help expand and develop their business back home.

Opportunities like exchange programme could benefit everyone in the library structure whether they are held locally or internationally because exposure to different environment and methods of operation would contribute in enskilling staff tremendously. Stanley and Cooper (1997) initiated their own exchange programme by swapping their jobs for nine months. They perceive that the exchange programme was a professionally rewarding experience which allowed them to bring back new ideas and points of view to their institutions.

What is clear from the different approaches is that capacity building can be implemented in any working environment. Ewing (1996) in her study discovered that some organizations' aim for capacity building was the

transfer of skills and information. She further says that the impact of building capacity might be better communications, greater understanding of teamwork, improved objectivity, raised awareness, increased confidence – all aspects that are largely intangible and difficult to measure. With carefully selected measuring objectives attached to services to measure certain outcomes, it is not impossible to measure these aspects.

Ewing (1996) observes that sometimes only the beneficiaries themselves can measure the impact perhaps after months or even years. Many people think that if you train people for a day, it will change everything. Ewing further observes that people who benefit from capacity building already have capacity, they know what they want to do but do not know how to do it faster, easier, more efficiently.

4.1 Summary

The literature that was used in this study was mainly from the UK, US, and Australia as the issue of capacity building had long been studied there although the circumstances under which it occurred might differ from the South African situation. Examples from a South African context were used though they mainly came from a business background. The literature review dates back from the 80's as the concept of capacity building started to receive wider attention then.

This literature review has unpacked several of the most important issues about capacity building. It has revealed that academic librarians' roles have changed due to the opportunities created by technology. Technology is not making extinct the academic librarian's role but it demands new skills and knowledge to make the library worker remain a vital part of the information service. Technological changes are rapid therefore there should be programmes put in place so that the academic librarians are not left behind.

The newly implemented system in CALICO has strengthened the role of the cataloguer in designing information retrieval systems. According to Harris (1994) the failure to use cataloguers in the design of information retrieval systems has led to inconsistency, redundancy, and missing information in some databases. It is for this reason that in implementing the new system for CALICO, cataloguers, reference librarians, subject librarians and other role players involved in user interface were involved in the laying out of tables.

Staff reduction at technical services has not been as drastic as Johnson (1991) had predicted because cataloguers are still essential in their

traditional tasks and their input has become more crucial. Their input is crucial in ensuring concise data retrieval and they possess the best expertise in capturing relevant information for specification of data tables.

It is deduced from the literature review that a staff needs analysis should be done to determine what needs are to be met. This needs analysis can assist in finding those areas where work performance is unsatisfactory.

The literature review reveals that properly-planned performance assessment can reveal poor performance areas such as lack of communication skills, technological skills deficiency, poor communication channels, lack of upward mobility and lack of competency. The review emphasizes the importance of distinguishing between the needs of professional staff and para-professional as well as temporary staff in the library. Appraisal sessions or communication networks could be used to distinguish between the needs of the different library workers.

After the needs analysis has been done it should be determined how the needs are to be met. This would be the place where it is determined what approach would be used to satisfy the identified need of a staff member.

A training needs assessment is necessary to determine what training is necessary if there is to be training. The training needs assessment could

also reveal the career path of an individual because the skills acquired during training would determine the individual's capability.

The literature review suggests that during the planning of career paths the focus should remain with developing the individual for the growth of the organisation. This implies that while developing the individual the maintenance of essential services and the future growth of the library should not be overlooked. This also suggests that managers should allow training that encompasses the individual's present and future development. Formal approaches to training and development have been suggested in the review such as Masters degrees in Management Studies or Business Administration.

The review highlights some barriers to training perceived by managers and those perceived by workers. These barriers could be overcome through different approaches to training aimed at reducing the perceived effect of the barrier. Barriers to career development are much more serious than barriers to training because they are controlled by the policy of the institution. The literature review suggests that managers could prepare the employee by introducing career development strategies in case an opportunity for upward mobility arises.

Library assistants could be empowered by training them for new tasks such as performing literature searches on various databases that have been opened for them through advanced information systems. The creation of flatter organisational structures or task teams allow capable library assistants an opportunity to claim ownership and accountability when placed in a position of responsibility. This results in their development and their gaining experience for future responsibilities. The literature review suggests that employees appreciate the acknowledgement of their skills therefore managers should try to create more opportunities for employees to demonstrate their skills.

The review reveals that subject librarians feel that there is no upward mobility in the tasks that they are doing. It suggests that subject librarians do not understand that the tasks they are doing contain elements of management as well as an element of information technology. It could be deduced from the review that through managing library services they develop their understanding of the educational context. Through collection development they enhance their subject, bibliographic and budgeting skills. Through information work they develop their teaching and IT skills. This is an important discovery for subject librarians because it could motivate them to sharpen their skills in their current activities.

It emerged from the literature review that training should include both support staff and permanent staff. Training should be assessed to ensure that it addressed the training needs. It is also necessary that a training officer or any person assigned with training should be responsible for assessing training. Assessment should reveal whether the training provided is related to productivity. It emerged that a training plan must clearly reveal all the details concerning the training. A training budget must clearly indicate what resources would be used for training. To clearly meet the objectives of capacity building, training should be done in such a way that it accommodates equal opportunities practices.

The literature survey also reveals that certain approaches could be used for those staff members who exhibit a keenness to learn not necessarily in a formal context. Those approaches include mentoring, coaching and exchange programmes. All these approaches involve learning on the job for a specified purpose. These approaches need proper planning and consultation between the participating individuals. Practical examples of these approaches from the business industry have been given and they could be replicated in an academic library situation.

Some of the views expressed by different authors in the literature review concerning new roles of academic librarians created by advances in

technology are already being experienced at CALICO. There are professional posts such as systems librarian, subject librarian, faculty librarian, transactions librarian, information librarian. These posts contain responsibilities that are more advanced than those of the traditional librarian.

In CALICO the capability of staff to handle such roles depends on how well resourced and advanced the institution is and how skilled the staff members are. Issues such as what skill staff have acquired have an impact in determining competency. The purpose of this present study is to establish to what extent the staff members of the two HDIs in the CALICO grouping are skilled and what skills profile could be used in the academic library setting to determine the extent of competency required in an academic librarian.

According to the literature review, there are stressors that are often experienced in the library that inhibit the performance of workers. In the CALICO environment many of these stressors are addressed through courses that are organized by the institutions themselves. Some of the courses are time management, stress management, communication skills, computer skills, and presentation skills. The importance of these courses could be emphasized by library management and they could also

encourage staff members to attend by putting in place training schedules to avoid lack of communication and confusion about training. Library management could determine staff needs during sessions such as appraisal interviews and informal communication sessions such as lunch breaks.

CHAPTER 5

THE TRAINING SURVEY

5.1 Conduct

Various methods of conducting a survey were considered. They consisted of personal interviewing, observation and inspection, abstraction, postal questionnaires, and self administered questionnaires.

Personal interviewing

According to Willemse (1994:10) this type of survey approach is used where the source of information is people and the data can be found by asking certain questions during an interview. The information is obtained verbally.

This technique has the following advantages:

- Immediate feedback and a high rate of cooperation from interviewees;
- Interviews are fairly accurate because the interview can explain questions that are not understood;
- Difficulty with one question does not result in the loss of answers to all of them;
- The respondent does not know what other questions are coming when he answers one, so the answer is not influenced by coming questions;
- Spontaneous answers can be obtained;

- Face-to-face contact can tell the interviewer a lot about the respondent;
- Interviews may also be conducted by telephone.

Personal interviewing has the following disadvantages:

- It is expensive because interviewers have to be trained and paid;
- The sample size is often restricted by the high costs;
- The interviewer may influence the respondent's answers;
- It may be difficult to find a convenient time for interviewing certain people;
- Respondents do not have time to consider replies or look up information.

An interview was used for the senior managers of UWC and Pentech Libraries. It was chosen because it allowed the interviewer to explain more clearly the purpose of the study. It also enabled the respondents to expand on their responses more than a questionnaire would have allowed.

This technique was used in this survey to interview the Chief Librarian at Pentech and the acting Director at UWC. It was chosen to give the interviewer an opportunity to explain the purpose of the study to them and to help the interviewee to understand questions clearly. Information about policies and spontaneous answers about training activities could be obtained efficiently. The costs and time constraints could be minimised because there was one interviewer and only two interviewees.

Abstraction

“This technique relies on extracting information from documents as a source of information.” (Willemse,1994:11). Use of this technique can thus offer insights into the administrative capacity and effectiveness of the organisation.

This method has the following advantages;

- The costs involved are very low because secondary data is used;
- This method centers on providing historical data.

These are the disadvantages of abstraction:

- Data may be unreliable;
- Data may be out of date;
- There may be certain limitations on data;
- Data may originally have been collected for a different purpose and thus not be appropriate to the current investigation.

This method was used in the literature review to obtain secondary data.

Information from the CALICO CSTD (Committee of Staff Training and Development) was not used because it was collected for a different purpose from the current study.

Questionnaires

Postal questionnaires

“This method is used if the targeted geographical area or number of respondents is large. A self-addressed prepaid envelope should always be included.” (Willemse, 1994:11).

These are the advantages of this technique:

- Low cost;
- Questionnaires can be distributed widely and to many people;
- The respondent can complete the questionnaire in his own time;
- Interview bias is eliminated;
- Respondents have time to consider opinions, consult records, etc;
- Questionnaires can be sent out periodically to update the data.

The following are the disadvantages of postal questionnaires:

- The response rate can be very low unless there is an incentive or a legal obligation to reply;
- There is no control over how long people take to reply;
- The answers may not be entirely the respondent's own;
- There is no spontaneity;
- Knowledge of what questions are to come later may influence answers to earlier ones;

- If a respondent has a difficulty with a question, he may not return the form;
- Misunderstanding of questions can not be corrected;
- Only straightforward questions can be set;
- Postal questionnaires are difficult to design.

This method was not chosen because the target geographical area was small and the number of respondents was small. There was also a time limit for the completion of the survey which this method could not accommodate. Although this method was not used, it contains comments relevant to the survey method used in this study.

Self administered questionnaire

Closed questionnaire with answer categories are used in a self administered questionnaire. This type of questionnaire is usually presented by an interviewer or by someone in an official position such as a teacher or receptionist. The purpose of the inquiry is explained and then the respondent is left alone to complete the questionnaire, which will be picked up later.

The following are the advantages of closed questions:

- Require little time;
- No extended writing;

- Low costs;
- Easy to process.

These are the disadvantages of closed questions:

- Loss of spontaneous response;
- Bias in answer categories;
- Sometimes too crude as a means of exploring complex ideas;
- May irritate respondents.

This technique was chosen because it requires little time and no extended writing. It was also chosen because it is easy to process. Specific information was required so the design of the questions prompted respondents for that. It was found to be less intimidating than an interview when people had to reveal the skills that they possess. Bias would be eliminated as the respondent would not have to make assumptions about what the interviewer wants. It was also during the implementation of a new computer system in both libraries and therefore a busy period for staff to avail themselves for interviews whereas a questionnaire was easier to accommodate.

There were 10 factual questions designed as such to facilitate easy completion and adherence to the literature survey findings. A question about the gender of the respondent was included but, during the analysis,

the answers to this question were discounted because the majority of respondents were female and thus it was not a good discriminator as a means of showing differences in responses.

A pilot survey was done at Pentech with two staff members at each position. During the pilot survey unclear and ambiguous questions were identified and restructured. At UWC staff retrenchments were taking place and motivation levels were very low. This affected the response rate negatively as some people's positions were being eliminated from week to week. The questionnaires were distributed through the acting Director at UWC on his recommendation. In this library it was a period of staff retrenchments therefore this survey was done at a very unstable period in staff's careers. A poor response rate might have resulted from reluctance of staff to participate in this survey. Out of 54 staff members only 20 staff members participated but only 13 responses were received.

UWC	Bookstack attendant	Library assistant	Senior library assistant	Subject librarian
Male	1			
Female		6	2	4

At Pentech the questionnaires were distributed by the Heads of Departments (HODs) on the recommendation of the Chief Librarian. This was done to encourage staff to cooperate and to ensure a reliable point of

collection. Out of 28 staff members including 2 temporary staff members and one at a branch library, 18 staff members participated.

PENTECH	Bookstack attendant	Library assistant	Librarian	Subject Librarian	HOD
Male	2	2		3	1
Female		4	4		2

A questionnaire was employed consisting of the issues raised by the literature survey regarding the basic skills necessary for the academic library worker to possess for capacity building. It was designed to encourage the respondents to reveal what their present position is in terms of skills and then verify their position according to the literature survey.

According to Redfern (1993), the first stage is to be honest with ourselves and confident of the skills that we already possess. She says those who are qualified will be able to claim a range of technical expertise and this questionnaire hopes to reveal many analytical, interpersonal, organizational and promotional skills. It was understood that individual work settings would demand a particular package of skills at different levels from different people.

This questionnaire was about finding where a person was in terms of his skills and what was likely to influence that in the immediate future. It was also about having a chance to consider privately how one rates one's present position, how one might like to improve it, and how one can work with staff development or appraisal system and with one's employer to achieve some of their joint aims. This was by determining what skills the respondents had so as to enhance them and equip them with those that were needed. It was hoped that this could be used as a standard for measuring the capacity of staff from HDIs and in any academic library where a similar situation as CALICO would occur.

5.2 Analysis of results

The full results are tabulated in appendix 2.

1. Means by which respondents are informed about training opportunities.

At Pentech 50% of respondents in the professionals category indicated that they receive information by e-mail and others the supervisor informs them. The respondents in the category of paraprofessionals also receive this information mostly by e-mail. The bookstack attendants rely on information received from their supervisors. At UWC respondents in the categories of professionals and paraprofessionals rely on the supervisor for information about training opportunities. The respondent in the

bookstack attendants category depends on colleagues for information about training opportunities.

This finding indicates that at Pentech much use is made of e-mail and where there is no e-mail facility, the supervisor gets involved.

UWC's scenario is different, in that the supervisor plays a major role in relaying this information and there is no indication that the e-mail facility is used. It could be because there are problems with their e-mail facility or the hierarchical structure allows that only the supervisor must relay information about training opportunities. It also appears that there is no communication structure about training opportunities for bookstack attendants. This also demonstrates less commitment by library management to the training of all staff.

2. Necessity for computer literacy as aspect of job

The results indicate that computer literacy is a necessity in almost all the positions of the respondents. In both institutions every respondent is aware that automation demands computer literacy. This response creates an expectation that computer skills training is the priority of the respondents of both libraries. This finding supports Kerslake and Goulding's (1997) view that most library workers become information technology users because of the heavy use of software applications.

3. Kinds of training preferred

There is a great preference for hands-on training followed by short courses amongst respondents in the categories of professionals and paraprofessionals at Pentech. Hands-on training especially for IT courses is an essential according to Curry and Watson (1998) which could be the reason why it is preferred most. Respondents in the category of bookstack attendants at this institution prefer short courses.

At UWC respondents in the category of paraprofessionals and bookstack attendants prefer hands-on training. Professionals prefer short courses.

Mentoring and coaching also features among the preferred training methods for respondents in the professionals and paraprofessionals categories. This preference for coaching and mentoring suggests a structure of closer supervision and guidance at UWC.

All the responses about training methods preference are time related depending on the job situation in each library. Bookstack attendants at Pentech and professionals at UWC prefer short courses because of lack of time during working hours, and others would rather undergo hands-on training because they cannot be away from their jobs.

It is specific skills that a prospective employer looks for when one applies for a job. This implies that the skills that one possesses greatly determine one's competency.

4.Kinds of training courses attended

Since most of the respondents in both institutions indicated that computer literacy is an aspect of their jobs, it is expected that computer skills would feature among the courses that they attended.

At Pentech 80% of the respondents in the professionals category indicated that they had attended a computer skills course, whilst 100% of UWC's respondents in the professionals categories had attended a computer skills course. This finding is interesting: half the professionals at UWC indicated that they were uncertain whether computer literacy was an aspect of their job but paradoxically, they are also the most skilled in terms of computer literacy. This demonstrates the importance of doing training needs analysis to determine whether the training provided is necessary and useful. It is good that all UWC's respondents in the category of professionals are computer literate, because of the reason mentioned by various authors that libraries have moved towards automating their essential services. Pentech must, ideally, ensure that all professional staff receive computer skills training.

At Pentech 66% of respondents in the paraprofessionals category have attended computer skills training while 87% of the respondents in the paraprofessionals category at UWC have attended. This again demonstrates the importance placed on computer skills training at UWC

and the somewhat less rigorous attitude about it at Pentech. These responses also support what Goulding and Kerslake (1997) have observed: that people are somewhat pushed into jobs unprepared.

Respondents in the category of bookstack attendants at Pentech have not attended any computer skills courses while the respondent in this category at UWC has attended. Although we cannot conclusively say that bookstack attendants at UWC are all computer literate, this response is a demonstration of what Curry and Watson (1998) call attention to: the importance of increased technical skill across all LIS workers because of increased number of open access PC's within LIS. This can be viewed as a way of extending skill capacity and leading to a greater sense of self-worth.

It is Levy and Usherwood (1992) and other authors who mentioned that interpersonal skills are an important tool during service provision. At both Pentech and UWC it appears as if interpersonal skills training has not been given much attention. Only 20% of the respondents in the professionals category at Pentech have attended while 100% of the respondents in this category have attended at UWC. The tasks of professionals involve liaising with academics, marketing of library service and communication with subordinates and colleagues. Ignoring training in interpersonal competencies may demonstrate a lack of commitment to quality service provision.

No respondent in the category of paraprofessionals has attended interpersonal skills training at Pentech while only 12% of respondents in this category have attended at UWC. Paraprofessionals are often required to perform professional tasks such as reference interviews and handling of internal and external queries as mentioned by Harris (1994), therefore interpersonal skills training is required for these jobs. Lack of interpersonal skills training at both sides is a supposition from these findings.

Bookstack attendants often find themselves doing referrals and also helping users to find the location of materials required. It would assist the quality service provision if bookstack attendants were given training on interpersonal skills to create uniformity in quality service provision throughout the LIS. At Pentech 50% of respondents in the category of bookstack attendants have been on interpersonal skills training while none of the respondents in this category have attended at UWC. There seem to be no standard criteria set about providing interpersonal skills training in both libraries.

Induction training is very important and it was recommended by Berry (1998) that it should be done when a new employee joins the LIS. This is where the employee joins the LIS. This is where the employee gets introduced to the various responsibilities in the LIS and to the broader picture of the institution. Library routines and counter duties are often

included in the compulsory induction training. Respondents in the professionals category who attended induction at Pentech constitute 30% and those who attended library routines and counter duties training constitute 50%. It seems as if more emphasis was put on the job at hand by giving training on library and counter duties than putting tasks in broader perspective through induction training. At UWC respondents in the category of professionals indicated that they never attended any induction training or library routines and counter duties training. The implication is that they found their own way around the library system. One problem may be that training at this level is not made regularly available but tends to be offered spasmodically.

Respondents in the paraprofessionals category at Pentech who attended induction training count for 50% and those who attended library and counter duties count for 16%. At UWC 25% of the respondents in the paraprofessionals category attended library and counter duties training and no induction training was attended. This library as well shows more inclination towards providing training for the task at hand, than towards giving a broader perspective of the tasks in the LIS.

At Pentech 50% of the respondents in the bookstack attendants category attended library and counter duties training and none had indicated attending induction training. At UWC the respondents in the bookstack

attendants category had indicated attending neither induction training nor library and counter duties. For purposes of multiskilling and providing motivation, providing induction training and teaching library and counter duties for this group would have helped.

Leadership skills have been identified by Sykes (1996) and Cochrane (1997) as particularly important when creating subject teams and flatter organizations. At Pentech only 20% of the respondents in the professionals category have indicated that they had attended leadership skills training and at UWC 25% of respondents in the professionals category had attended. At both libraries no commitment to leadership skills training is demonstrated at this level.

At Pentech 66% of the respondents in the paraprofessionals category have attended leadership training and at UWC none of the respondents in the paraprofessionals category have indicated attending. At Pentech more respondents in the paraprofessionals category are trained in leadership skills than respondents in the professionals category. It seems as if Pentech LIS is more prepared for introducing team-based structures to accommodate limited upward mobility structures than UWC LIS is.

Respondents in the bookstack attendants category have indicated that they have not attended any leadership training course at both Pentech and

UWC. This could be due to the obsession of the library profession with matters of professionalism, or it could be in compliance with the staff development policy of these Libraries in terms of the extent to which training must match the job involved. In the light of the discussion about flatter organizations, bookstack attendants should not be exempted from leadership courses. An attendant problem seem to be that the existing policies are not clearly explained to staff.

In the discussion by Sykes (1996) and Cochrane (1997) it emerged that team building skills are essential for proper implementation of flatter organization and subject teams. At Pentech 40% of the respondents in the category of professionals have been trained in team building and none of the respondents in the category of professionals at UWC received training in team building.

Respondents in the category of paraprofessionals who attended a team building course count for 50% at Pentech whilst none reported attendance among the UWC group. There is lack of commitment to teamwork at UWC even among respondents in the paraprofessionals category.

Respondents in the bookstack attendants group at both Pentech and UWC have indicated that they have been to any team building course.

If there is a skill that is going to be required in librarians of today that has been mentioned more often in the discussions, it is teaching. Librarians

have been identified to be most suitable to take on the task of teaching and training but teaching did not form part of the curriculum at Library School. For one to be able to teach or train, one should at least acquire presentation skills. At Pentech 30% of respondents in the professionals group have attended presentation skills training while none in this group at UWC have attended. None of the respondents in paraprofessionals and bookstack attendants categories have attended presentation skills training at either Pentech or UWC. This finding reveals a lack of commitment to developing librarians for teaching and training roles.

Bunge (1992) has warned against ignoring interpersonal relationships, lack of autonomy, inadequacies in supervision and management, working conditions and career stage as major stressors in the library. These conditions are evident in both libraries hence the need for stress management. At Pentech, 30% of respondents in the professionals category have attended stress management training while at UWC no attendance of this course has been mentioned by the respondents in the same category. At both Pentech and at UWC no respondents in the paraprofessionals category have attended stress management courses.

Bunge (1992) has suggested that the needs of support staff should be well catered for otherwise stress arising from repetitive jobs and less autonomy would arise.

At Pentech 50% of the respondents in the bookstack attendants category have attended stress management training while none of this group at UWC have attended. At Pentech an awareness is demonstrated by allowing people doing repetitive jobs, and those at the interface with users, to attend stress management courses.

Supervision skills are essential if the LIS is considering introducing flatter structures as Sykes (1996) and Cochrane (1997) suggested. For each team there would be a leader who would be responsible for supervising. Only 20% of respondents in the professionals category at Pentech had attended supervision skills training courses and 75% of respondents in the same group at UWC had attended. UWC's respondents in the professionals category appear more prepared than Pentech's respondents in the professionals category for subject teams and flatter organisations with regards to supervision, though they lack leadership skills.

No respondents in the paraprofessionals category at either Pentech or at UWC had attended supervision skills training. It is for this group that Sykes (1996) has suggested team based structures to accommodate lack of upward mobility. It seems as if, in both libraries, management have not considered introducing team based structures which would obviously required supervision skills training.

At Pentech 50% of the respondents in the bookstack attendants category had attended supervision skills training courses and none of the respondents in this group had attended at UWC. It seems strange that respondents in the bookstack attendants category at Pentech are sent on supervision skills training courses while respondents in the library assistants category are not. There is an inconsistency in how training occurs in this library.

There are certain issues regarding health and training that need to be considered in the LIS. Goulding and Kerslake (1997) mentioned health and safety training regarding shared workstations and stress. In compliance with Occupational Health and Safety Act of 1983 in South Africa workers need to be made aware about safety issues at work. At Pentech 10% of respondents in the professionals category had attendant health and safety training while none of the respondents in the same group had attended at UWC. No respondents in the paraprofessionals category had attended this course at either Pentech or UWC.

Respondents in the category of bookstack attendants who attended this course were 50% at Pentech and none at UWC. This reveals a lack of commitment to health and safety issues at both institutions.

5. Means of training needs assessment

The approach used to assess training needs and how the LIS ascertain that they are met is very important because it establishes the level of commitment to meeting training needs. Appraisal sessions have been suggested by Line and Kinnell (1993), Goulding and Kerslake (1997) and Jeffords (1997) as a means of assessing training needs and how they could be met. With appraisal it is easy to measure whether set goals have been met. At Pentech appraisals have been used on 10% of the respondents in the professionals category to establish if they must go on training and they are not used on either the respondents in the paraprofessionals or bookstack attendants categories. At UWC the respondents indicated that appraisal sessions are not used as a measure of establishing training needs at all. A set up training schedule plays a central role according to the respondents in the professionals group at Pentech to determine when they should attend training while respondents in the professionals group at UWC cater for their own training. This suggests a lack of a proper training needs assessment programme at Pentech and a lack of commitment to staff training at UWC.

The supervisor plays a major role in meeting training needs for the respondents in the paraprofessionals group at both Pentech and UWC.

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The supervisor plays a major role in meeting training needs for the respondents in the paraprofessionals group at both Pentech and UWC.

Assessment of training needs does not formally take place because the supervisor relies on his own intuition.

At Pentech 50% of the respondents in the bookstack attendants category follow a training schedule and 50% of these respondents attend courses in their own time, meaning that most courses that they attended were done without the LIS's involvement and more as a means of empowering themselves.

What emerges from the above discussion is that Pentech LIS uses various approaches to facilitate training and this results in confusion as to what is the proper method of assessing training needs. Though the supervisor plays a major role in facilitating training for the respondents in the categories of paraprofessionals and bookstack attendants at UWC, respondents in the professionals categories take training into their own hands. To alleviate this problem Curry and Watson (1998) have suggested a training officer who would oversee or coordinate training activities. Line and Kinnell (1993) mentioned that the LIS must align itself with business strategy in relation to training and Curry and Watson (1998) suggested allocated training times. Training hours demonstrate commitment to training and quality service.

6. Means of enhancing career development

Roodt (1997) commented that during self-evaluation one could assess the mode most suitable for one's learning. When respondents were asked which approaches to learning would enhance their careers, short courses and job exchange featured on average across the respondents in the category of bookstack attendants, paraprofessionals and professionals at Pentech. At UWC the scenario is different in that a mentor, a coacher and short courses are in great demand among the respondents. Short courses emerge as a common need in both libraries therefore the LIS should make an effort to put in place strategies for allowing short courses to take place. Curry and Watson (1998) have described staff development and training needs according to two main categories: those which relate to the use of IT and those which are needed to support staff faced with changing roles.

Respondents in the professionals category at Pentech require mostly short courses, regular training and job exchange while at UWC the respondents in this group require mostly a mentor, a coacher and short courses. The needs of respondents in the professionals group at Pentech are inclined towards those which relate to the use of IT while the needs of respondents in the same group at UWC are inclined towards those which

are needed to support staff faced with changing roles, perhaps due to the retrenchments that were taking place.

Between 66% and 50% of respondents in the paraprofessionals category at Pentech require regular training, short courses, promotion, IT skills and communication skills to enhance their career development. These are some of the approaches to training that were identified by Farmer and Campbell (1996), Goulding and Kerslake (1997), Creth (1996), and Levy and Usherwood (1992). At UWC most training needs of respondents in the paraprofessional category are for a coacher, mentor and short courses. For respondents in the paraprofessionals group at Pentech the training needs are related to IT and staff support, while at UWC the same requirement for staff support that was experienced by respondents in the professionals category is repeated for paraprofessionals.

At Pentech the respondents in the bookstack attendants category mostly need short courses, professional qualifications and job exchange to enhance their careers, while for this group at UWC there is more need for professional qualifications. For both groups, this finding reveals a great need for upward mobility and experience. Management should formulate strategies such as flatter organization and subject teams, as suggested previously by Sykes (1996), to alleviate this problem. Respondents in the

category of bookstack attendants in both libraries have attended some courses, therefore it could be worthwhile to explore Farmer and Campbell's suggestion that a framework of generic and transferable skills should be established so as to employ those skills in other roles.

7. Barriers to training

Barriers to training could hamper career development and stagnate the progress of an organization. At Pentech 50% of the respondents in professionals category report a lack of time for training, which could be linked to the limitations as to who can go on training that was earlier reported by 40% of the respondents in this category. This could be the reason for indicating the preference for short courses. At UWC respondents in the professionals category also report a lack of time which could be the reason they go on training during their own time. They had also indicated a need for short courses. Management should vigorously pursue establishing more short courses to meet staff needs; Goulding and Kerslake (1997) mention external training and in-house training as means of removing barriers to training.

Most respondents in the paraprofessionals category at Pentech report limitations as to who can go on training. They had indicated earlier that they need regular training and coaching therefore management should

explore the various methods identified by Goulding and Kerslake (1997) for alleviating barriers to training. Most paraprofessionals at UWC have indicated that they lack the opportunity for training. They had indicated earlier that they require short courses, therefore short courses done outside working hours or in-house must be explored by their management. Strategies for mentoring and coaching should also be considered.

At Pentech the respondents in the category of bookstack attendants have indicated that there is no opportunity for training. As was mentioned earlier they explore training opportunities within the institution and enskill themselves through them. They had demonstrated a need for advancement: therefore the barriers they are experiencing could be related to gaining professional qualifications. At UWC the respondent in the category of bookstack attendants reports lack of time for training in the workplace. Even the courses the respondent attended are outside courses that he heard from colleagues. There is no strategic plan put by the library to upgrade this group in both libraries. Communication structures should be established that would help management to match the goals of the individual with the objectives of the organization. Line and Kinnell (1993) have observed that a human resource plan often highlights skills deficit at both the departmental and functional level.

8. Attendance of courses that are not work-related

Respondents at UWC and Pentech are realising that skills that they have are becoming redundant as this phenomenon has been observed elsewhere by Cochrane (1997). Bluck (1996) has also mentioned that courses that staff in libraries take for their own interest could be beneficial to work activities. This raises the question of whether staff at UWC and Pentech should be allowed to attend courses that are not job related. Most respondents in the professionals category at Pentech and UWC agree that they should be allowed to empower themselves beyond their job descriptions. Kur (1999) has identified new roles for the LIS professionals and these professionals might be aware of the need to enskill themselves for the new job market, a point mentioned by Farmer and Campbell (1996).

Most respondents in the paraprofessionals category strongly agree at both Pentech and UWC that they should broaden their skills beyond their job descriptions. This response might have been influenced by the hierarchical role played by the supervisor in facilitating training. This is also a demonstration of what Sykes (1996) observed: library assistants are becoming involved in what used to be professional roles. This, in itself, determines the direction that training and development takes. A need for a training analysis programme would reveal what the goals of

staff are in relation to preparing for new roles; and performance reviews would be used to evaluate progress.

At both Pentech and UWC the respondents in the bookstack attendants category agree that they need to be enskilled beyond their job descriptions. Bunge (1992) has observed earlier that jobs which are repetitive, unchallenging and lacking in meaningful stimulation result in work underload. This present survey reveals that the bookstack attendants group require professional qualifications and short courses. Doing a needs analysis could reveal their goals more fully and help to establish their career path.

9. Are the respondents adequately skilled for their jobs?

Since it emerged from the survey that to a large extent respondents at both Pentech and UWC do not use appraisals as a form of assessing training needs, it would be difficult to ascertain whether they are adequately enskilled in their job without set targets. At Pentech the responses from the professionals group vary from strongly agreeing to strongly disagreeing but 60% are certain that they are adequately enskilled to 30% who disagree that they have enough skills for their jobs. This response could be that the courses that they had attended could be used as a benchmark of how skilled they are. At UWC their responses

vary from uncertain to strongly disagreeing with no respondent who displays an affirmation of competence. This also implies that the standard that was used for assessing was the courses that were attended by this group. At Pentech a groundwork for establishing a framework of transferable skills which could be used in other roles as suggested has been established; this is in line with the suggestion of Farmer and Campbell (1996).

At Pentech respondents in the paraprofessionals category agree that they are adequately enskilled because they had attended most of the job related courses. At UWC 50% of the respondents in this group responded in the negative; this result, taken with the expressed need for mentors and coaches may indicate demotivation. Pentech's respondents in the paraprofessionals group are more satisfied with their level of skills than respondents in the same group at UWC.

Pentech's respondents in the bookstack attendants group revealed that they are adequately enskilled: they take opportunities available outside of the library to train themselves. At UWC respondents in this category are uncertain about their skills although they had attended computer skills training. This highlights the need for training needs assessment and analysis to ascertain whether it is training that is required to increase performance.

10. Opportunity for advancement

Gerber and others (1987) comment that it is the task of the employer to create opportunities for advancement. Kaufman (1995) also mentions that employers must evaluate the values, work orientation and appropriate reward system of a professional's career span in the light of new roles that are emerging in the library. Only 20% of respondents in the professionals category at Pentech agreed that there is a possibility for upward mobility. All the respondents in this category at UWC disagree that there is an opportunity for advancement. This response agrees with Farmer and Campbell's (1996) observation that career advancement is limited. At UWC there is lack of exposure to training opportunities while at Pentech the bleak prospects for advancement can only be addressed by introducing flatter organizational structures. Mentoring was mentioned by Burrington (1995) as an approach that could be used for encouraging staff to extend their skills to prepare for competition for vacancies.

At Pentech half the respondents in the paraprofessionals category disagree that there are opportunities for advancement. This is the group that had mentioned that promotion could enhance their career development. Siggins (1992) suggests that there must be flexibility in assigning staff resources and innovation so as to develop and use staff skills. Sykes' (1996) suggestion of introducing team based structures could diffuse bleak prospects of mobility. Acquisition of formal

qualifications could also improve this group's chances of promotion and competing for jobs.

At UWC all the respondents in paraprofessionals group responded that there is no opportunity for advancement in their jobs. They have indicated earlier that they have not attended many courses and that they do not get opportunity for training. Acquisition of skills would motivate this group's perception about their advancement; appraisal sessions would highlight their training needs.

At Pentech 50% of the respondents in the bookstack attendants category disagree that there is an opportunity for advancement. This could be due to their lack of qualifications or due to a job structure that stifles mobility. Transferable skills could be determined for them so that they could be used in other roles. At UWC 100% of respondents in the bookstack attendants group disagree that there is an opportunity for advancement. The respondent had attended only a computer course and this negative perception might be due to lack of skills, job dissatisfaction and not seeing his role in the organization.

At both libraries, management must consider creating more responsibility for this group in the form of subject teams and flatter structures. In both institutions respondents in the bookstack attendants category mentioned

that they lack time to go on training, therefore approaches such as coaching and mentoring could be used to contribute to their skills development. The mention of job exchange by this group demonstrates the feeling of demotivation and a need for challenging tasks.

5.3 Conclusion from survey

The survey done at Pentech and at UWC has established that without proper communication channels between supervisors and employees, it is difficult to meet the needs of both employer and employee. There must be communication channels set up e.g. appraisal sessions, that would create a platform for revisiting goals and objectives of the institution as was communicated when an employee commenced employment. This would be done to match the goals of the library with those of the individual. It would then be necessary to have an induction programme for individuals to understand where their contribution fitted in the whole organisation.

It also emerged from the survey that there is no coordination with regards to communication of training opportunities. At Pentech different ways of communication are used while, at UWC, the supervisor is responsible for communicating training opportunities. A person whose responsibility is library staff training is necessary. The availability of a Training Officer would eliminate the various barriers to training that are experienced. A

training officer could also match different approaches to the learning outcomes that are expected to take place e.g. hands on training for computer skills or mentoring to prepare for tasks that demand responsibility and accountability. The Training Officer would liaise with the supervisor after the appraisal session to discuss the training need discovered and how it could be met.

Many respondents at Pentech have attended various courses. This situation could be used to their advantage as they could use the skills they possess in performing other tasks. This could increase their competency. Whereas at UWC, respondents indicate that they have been deprived of training opportunities and this has contributed to demotivation. The irony is that, the level in which computer skills have been acquired is higher at UWC than at Pentech.

As it was revealed in the literature study people know what they want and they recognize the ways that are suitable for their learning to take place.

The survey showed that though some people have attended various courses, they would like approaches such as mentoring, coaching and exchanges to be introduced to supplement the training they have already received. It also emerged that staff that are at a lower level reach a plateau when opportunities for advancement are non-existent; in the

same way that professional staff seek challenging tasks as they advance in their jobs. Most respondents at Pentech have indicated that they believe they are adequately enskilled in their jobs and that their skill level is a satisfactory indication of the competence they have. This response does not indicate that their level of competence is satisfactory but demonstrates that their level of comfort in their jobs is high. UWC respondents are not as assertive as Pentech's respondents. They seem to believe that other skills such as mentoring and coaching in addition to computer skills are necessary to enhancing their jobs.

The bleak prospects of mobility that are experienced at these libraries are not skills related, otherwise Pentech respondents would be confident of upward mobility. It seems as if the barriers to advancement are caused by rigid structures that do not cater for acquired skills and competencies. This is shown by the huge demand in both libraries for going to courses that are not job related. There is an awareness that multiskilling will be an advantage to them when competing for jobs.

The survey has revealed that most Pentech respondents have job related skills and UWC respondents lack most of the job related skills though they are more computer literate than Pentech respondents. Pentech respondents qualify for competency if the standard of measurement is the skills they

to look at the new skills that are expected from the academic librarian of today. Their management needs to look at the different issues raised in the literature review regarding providing job satisfaction for paraprofessionals when mobility prospects are bleak. UWC management need to perform a thorough needs analysis and needs assessment to increase staff competencies. All these recommendation could be achieved when a policy encompassing these issues is formulated for the library.

This survey reveals that it cannot be definitely concluded that staff from HDIs lack or do not lack skills without conducting the same survey with staff from HAIs. It has also emerged that even within the HDIs, skills attainment varies from institution to institution and from individual to individual depending on the availability of resources, the library's commitment to training and the individual's commitment to empowerment.

5.3 Interview with the directors

An interview was conducted with the Chief Librarian of Pentech and the Director of UWC. For the purpose of consistency the Chief Librarian will be called a Director in this discussion. The interviews were conducted at different venues and on different days. The interviews were held during the same period that the surveys were being conducted, therefore the questions in the interview were not related to the answers received from the

questionnaires.

According to the Director of UWC, LIS staff take the initiative to attend courses that have been organized by the institution's Human Resources (HR) department. The survey, on the contrary, shows that staff at UWC are informed by their supervisors about training opportunities. At Pentech, there is a system of transparency where training opportunities are made known to staff through the HOD, e-mail or published in the campus newsletter. This response is consistent with what was revealed in the survey: that there are various means used for communicating training opportunities at Pentech. However this results in confusion as to who is responsible for this task as it seemed that the respondents do not know.

Whetherly (1994) says many LIS have a training officer whose job is to concentrate on the training function in the organisation. The Directors of Pentech and UWC indicated that their libraries do not have training officers. Through the HODs liaising with the HR department at Pentech, the library gets to know about training opportunities available for all staff. It then becomes the responsibility of the HODs to consult with staff

about the availability of these training opportunities and arrange the training schedule within the department. The institution's HR department arranges the courses. The same applies at UWC where the HR department arranges courses for all staff in the University. Unlike Pentech, UWC's training occurs on adhoc basis where staff indicate to their HOD if they want to attend.

Another aspect on the issue of a training officer is the existence of CALICO Committee of Staff Training and Developmet (CSTD). It is a committee responsible for training issues in CALICO. The Committee recently conducted a survey of training needs of staff members in CALICO. The Directors believe that certain aspects of training needs are in the process of being taken care of. At the time of this survey those needs had not been met.

CALICO had also accepted recommendations on formulating guidelines towards developing a capacity building policy into its framework with the intention to "level the playing fields" among the five libraries. The CALICO Capacity Building Task Team Recommendations include the employment of a Training Officer for CALICO libraries. Both Directors support and are committed to these CALICO initiatives. These recommendations have not been implemented yet.

Pentech and UWC libraries do not have their own training policies though they follow the strategic objectives of staff development of their institutions. The Pentech Director mentioned that, though the Pentech Library adheres to the Technikon's policy of staff development, it has its own objectives regarding staff development. Whetherly (1994) comments that the existence of a training policy for a library indicates a commitment to training. A training policy for these libraries could establish their commitment to training, incorporating time and frequency of training.

According to the Director at Pentech, a staff member who wants to go on training which is not job related but would develop his career would be accommodated, because the institution encourages it. This would greatly motivate those who are interested in pursuing other fields but are not necessarily involved in those jobs. The Director commented that all fields of study are accommodated. At UWC a different policy is apparent: fields which are judged not to be related to the job of an applicant will not be supported and an applicant would have to fund attendance at such courses personally and apply for annual leave. This could be the reason why respondents in the professional staff category at this library do training during their own time – the courses that they are attending could be non-job related.

It is Farmer and Campbell's (1996) observation that changes in the LIS profession has made librarians realise that they must adapt to the new job market by learning new skills or applying traditional skills in the new context. This view of wanting to learn new skills is widened by the large number of respondents who want to be enskilled in areas other than those in their current jobs.

The budget allocated to training comes out of the institutional budget for staff development at Pentech. To acquire part of the funds, the HODs consult extensively with their subordinates to determine what kind of training or courses they would like to attend. This information is then forwarded to the staff development section of the HR department. The Director at Pentech maintained that staff is aware of the training budget as the library operates on the principle of transparency where HODs consult with subordinates. The survey shows that some respondents experience limitations as to who can go on training.

The Director at Pentech commented that adhoc training plans are discouraged because of the process involved regarding substitute workers in case of those who would be away from their jobs for long periods and during examination times. This comment implies that there is a training schedule that is followed but the survey did not confirm this for all

respondents. Substantive motivation is required from those who want to attend very expensive courses e.g. MBA. At UWC, there is no training budget specifically for the library, but all training issues are handled by their institution's HR department.

On whether the library has planned approaches such as mentoring, coaching and exchange, the Director at Pentech confirmed the existence of work shadowing for certain positions e.g. systems librarian or mentoring of junior staff by those in senior positions e.g. bookstack attendants by subject librarians. Mentoring is still in loose form in this Library hence results showing few respondents who chose it as one of the means to enhance their careers. There is a lack of understanding by staff about this approach. The Tertiary Education Linkages Project (TELP) at Pentech facilitates exchange programmes. They are not library specific but cover all fields in the institution. The Pentech Director supports the CSTD's proposal that exchange programmes be incorporated into the training framework.

Farmer and Campbell (1996) comment that it is generally recognised within the information profession that librarians have a range of generic skills that could be usefully transferred to other roles. They recommend that these transferable skills can be identified, highlighted and accredited

by mentoring, secondments and continuing education. At UWC mentoring and secondments approaches have not been implemented yet.

Another inconsistency found concerns the timing of training. At Pentech there is no allocated time for training even within departments. Since some respondents had pointed out that there is pressure at work and some pointed to staff shortage it can be concluded that the size of this library does not allow staff to attend training at the same time. Morrow (1996) suggests the need for designated, regular, training time because such a system will allow a large number of library staff to meet at the same time, either together or in groups, and so helps to emphasize the team nature of work within the library.

The results at Pentech have shown that a number of respondents are keen on the establishment of exchange programmes. Morrow (1996) supports this view when he says staff exchanges can be a successful form of staff development at both library assistant and senior staff level. From the respondents' perspective it would perhaps expose them to a different view of how they see their training needs. At UWC respondents highly regard mentoring and the use of coaches among those approaches that could enhance their career development. Though the Director at UWC mentioned that a senior staff member takes the responsibility of training a

new staff member, the results showed that the senior library assistants have attended very few courses besides computer skills.

A number of staff at both libraries are uncertain about their opportunities for advancement. One of the potential benefits of training is to achieve skills and job satisfaction. Job satisfaction breeds a growth in self-esteem. A capacity building framework should contain an element of specifying the objectives of the library, and Morrow says, help foster an understanding by each member of staff of their role within the library, their relationship to the library and institution as a whole and the other staff within it. Mentoring would assist in providing staff with skills that they would use to meet the objectives of the library and the institution resulting in a higher self esteem and job satisfaction.

Burrington (1995) mentions that mentoring can be considered as being composed of a general concept of succession planning, in which staff are encouraged to extend their skills and therefore ensure a pool of talent available to fill vacancies through competition. Farmer and Campbell (1996) advise that it is necessary to establish a framework of the generic and transferable skills that information professionals could employ in other roles. This framework would in turn help them to pursue more

diverse career opportunities and to identify areas where further education is necessary for them to transfer to other roles.

University of Cape Town

CHAPTER 6

GUIDELINES FOR A CAPACITY BUILDING FRAMEWORK

6.1 Introduction

The literature survey and the survey done at Pentech and UWC leads to the conclusion that there should be a policy that is formulated for building capacity in academic libraries. It is apparent that proper guidelines are essential for the formulation of a capacity building policy for the academic library to prevent it from being just one of the aspects of staff development in the institution. The following guidelines are issues that emerged from the study that contribute towards capacity building:

6.2 Framework

1. Each library should have a staff development policy.
2. Capacity building should be included in the staff development policy of the library and there should be commitment by management to sustain and encourage it.
3. There should be an induction programme which ensures that each new member of staff, whether part-time or full-time, is well informed about the capacity building policy.

4. There should be a training officer, whether a member of library staff or external, who would see to it that a needs assessment is carried out periodically.
5. The training officer should be responsible for ensuring that part-time and full-time staff training needs are met and consistent with the needs of library users.
6. The introduction of a 'training hour', or training time for all staff, is highly recommended.
7. The training programmes should be flexible enough to respond to evolving training needs.
8. The concept of 'training the trainer' should be exercised as much as possibly to broaden and develop the skills of staff members.
9. Approaches like mentoring, coaching, secondments and job-exchanges should be planned so that they can be explored whenever an opportunity arises for them to be used.

10. The library should dedicate part of its own training budget to capacity building to show its commitment to it. This budget should accommodate resources that would be required during and after training to facilitate the use of the skills obtained in training.
11. A mechanism for evaluation of training should be built into the capacity building policy.
12. The creation of a skills profile that could be used to put staff members in different roles, in case they reach a 'plateau' stage, should be encouraged
13. The library must create guidelines on how to establish and manage schemes to support individuals through continuous development.

6.3 Proposal

This is a proposal of what the capacity building policy should be based on the above guidelines and on the study by Curry and Watson (1998).

1. **The purpose:**

The library's capacity building policy should specify the necessity of bringing all staff to the same level of basic skills by helping them acquire

skills and knowledge for their career development. It should also explore the different ways available to develop those skills according to staff abilities in order to enable them to perform their duties effectively and efficiently.

2. The aims

To:

- a) help all staff realise that they are part of the organisation, contributing their skills to meeting the roles, aims and objectives of the library towards the whole institution.
- b) help staff gain an acceptance and awareness of new ideas and technology.
- c) create an opportunity for each member of staff to realise individual potential in an unthreatening environment, without the need to compete for the opportunity.
- d) show staff the library's commitment to the development of staff and consequently gain staff's commitment to meeting the library's objectives.
- e) evaluate all training programmes so as to promote good practices or correct misunderstandings.

3. How to meet the aims?

By creating a training programme which will be composed of the following:

a) Make a training officer available whether from the staff members or outside of the library who will be responsible for assessing training needs, arranging training programmes, meeting training needs and evaluating these training programmes. Library management must oversee the whole process of capacity building.

b) Training programmes should incorporate the following:

1. *Staff training hours*

The trend now is to allocate time for training in a way similar to service providing businesses e.g. banks. It has been commented earlier that library managers are aligning themselves more with business practices to effect quality service.

2. *Induction training for new staff*

This will alleviate the possibility of some staff missing information about how training opportunities are disseminated among staff and the privileges concerning staff development. Induction training should be structured and detailed to meet job specifications and introduction to the library and the institution as a whole. A certain period must be allocated to this training.

3. IT related training

IT training is time consuming and expensive because of the constantly changing technology and software. It is therefore necessary that it should be as effective as possible. IT training should be composed of the following factors:

- All training should include hands-on sessions;
- Access to and opportunity for short courses should be made available;
- Refresher sessions should be accommodated during training hours especially when a new system is being introduced;
- All staff should attend IT training sessions.

4. Personal and professional development

To maximise staff potential it is necessary to ensure development in the following areas:

- Attendance of externally provided courses, workshops and conferences;
- Visits to other libraries;
- Professional qualifications;
- Staff exchanges;
- Management training;
- Affiliation to professional bodies;
- The use of appraisal interview to give staff an opportunity to express and explore their individual training needs.

4. Budget

The library must commit itself to allocating a portion of their staff development funds specifically to capacity building. This would probably facilitate efficient and structured planning for both library management and the Training Officer.

6.4 Conclusion

If an academic library has a capacity building policy in its staff development programme as recommended in the above discussion, staff coming from HDGs would be less intimidated by the new roles that keep emerging due to technological advances. The existence of such a policy would ensure quality service provision because of the availability of tools that raises the competence of all staff members regardless of their educational backgrounds. It is also apparent that skills which have been acquired by staff should be utilised in order to get experience and exposure to different situation, hence the need for exchange programmes revealed in the survey. It is also necessary to investigate how staff coming from Historically Advantaged Institutions (HAIs) compare with those from HDIs regarding this survey before it can be assumed that there is a skills insufficiency among staff from HDIs.

This study recommends the establishment of a training programme specifically for academic libraries, which will incorporate capacity building as a training approach. This would encourage staff to develop themselves in other areas of librarianship such as trainers, consultants, teachers etc. This study has also established that training needs assessment should be done periodically: staff training needs change according to the effects of global changes in education.

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APPENDIX 1

Distribution of questionnaires	Pentech		UWC	
	distributed	returned	distributed	returned
Bookstack attendants	3	2	4	1
Library assistants	7	6	6	6
Senior library assistants			4	2
Librarians	6	4		
Subject librarians	3	3	6	4
Heads of department	4	3		

APPENDIX 2**T = Total**

1. How do you get informed about training opportunities in the library?

PENTECH	Attendant	Paraprofessional	Professional			T
	Bookstack attendant	Library assistant	Librarian	Subject librarian	Head of department	
By e-mail		3	2	1	2	8
My supervisor tells me	1	1	2	1	1	6
My colleagues tell me		1				1
By campus newsletter						
Other		1		1		2
Invalid	1					1
Total	2	6	4	3	3	18

UWC	Attendant	Paraprofessional		Professional	
	Bookstack attendant	Library assistant	Senior library assistant	Subject librarian	Total
By e-mail					
My supervisor tells me		5	1	3	9
My colleagues tell me	1	1	1	1	4
By campus newsletter					
Other					
Invalid					
Total	1	6	2	4	13

2. Computer literacy is a necessary aspect in the work that I do.

PENTECH	Attendant	Paraprofession al	Professional			
	Bookstack attendant	Library assistant	Librarian	Subject librarian	Head of departmen t	T
Strongly agree	1	4	4	3	3	15
Agree		2				2
Uncertain	1					1
Disagree						
Strongly disagree						
Total	2	6	4	3	3	18

UWC	Attendant	Paraprofessional		Professional	
	Bookstack attendant	Library assistant	Senior library assistant	Subject librarian	Total
Strongly agree	1	1	1		3
Agree		4	1	2	7
Uncertain		1		2	3
Disagree					
Strongly disagree					
Total	1	6	2	4	13

3. What kind of training do you prefer?

PENTECH	Attendant	Paraprofessional	Professional		
	Bookstack attendant	Library assistant	Librarian	Subject librarian	Head of department
Hands-on training		1	2	2	1
Short courses	1	1		1	1
Mentoring			1		
Coaching		2			
Cther					
Invalid	1	2	1		1
Total	2	6	4	3	3

UWC	Attendant	Paraprofessional		Professional
	Bookstack attendant	Library assistant	Senior library assistant	Subject librarian
Hands-on training	1	2	2	
Short courses		2		2
Mentoring		1		1
Coaching				1
Other				
Invalid		1		
Total	1	6	2	4

4. Please indicate by circling around the letters that represent courses that you attended since starting your current job.

PENTECH	Attendant	Paraprofessional	Professional			T
	Bookstack attendant	Library assistant	Librarian	Subject librarian	Head of department	
Interpersonal skills	1			1	1	3
Library routines & counter duties	1	3	2	2	1	9
Induction		1		2	1	4
Leadership				1	2	3
Computer skills		4	4	1	3	12
Team building		3		2	2	7
Presentation				2	1	3
Stress management	1			2	1	4
Supervision skills	1				2	3
Health and safety	1			1		2
Other		1	1	1	5	8
Total	5	12	7	15	19	

UWC	Attendant	Paraprofessional		Professional	
	Bookstack attendant	Library assistant	Senior library assistant	Subject librarian	Total
Interpersonal skills		1		4	5
Library routines & counter duties		2			2
Induction					
Leadership				1	1
Computer skills	1	5	2	4	8
Team building					
Presentation skills					
Stress management					
Supervision skills				3	3
Health and safety					
Other					
Total	1	8	2	12	19

5. When do you go on training?

PENTECH	Attendant	Paraprofessional	Professional			T
	Bookstack attendant	Library assistant	Librarian	Subject librarian	Head of department	
After my appraisal			1			1
When my supervisor tells me		3	1		1	5
There is a training schedule that is followed	1	1		2	1	5
During my own time				1		1
Other	1	1	1			3
Invalid		1	1		1	3
Total	2	6	4	3	3	18

UWC	Attendant	Paraprofessional		Professional	
	Bookstack attendant	Library assistant	Senior library assistant	Subject librarian	Total
After my appraisal					
When my supervisor tells me	1	4	2		7
There is a training schedule					
During my own time		1		4	5
Other					
Invalid		1			1
Total	1	6	2	4	13

6. Which of the following would greatly enhance your career development?

PENTECH	Attendant	Paraprofessional	Professional			T
	Bookstack attendant	Library assistant	Librarian	Subject librarian	Head of department	
A mentor		1		1		2
A coacher		1	1	1		3
Short courses	1	3	3	1	1	9
Professional qualifications	1		1	3		5
Promotion		3	1	1	1	6
Regular training		4	1	1	1	7
IT skills		3	1	3	3	10
Job exchange	1	2	3	3	1	10
Communication skills		3	2	1		6
Affiliation to a career group		1		1	1	3
Other				1		1
Total	3	21	13	17	8	

UWC	Attendant	Paraprofessional		Professional	
	Bookstack attendant	Library assistant	Senior library assistant	Subject librarian	Total
A mentor		2		2	4
A coacher		2	1		3
Short courses		1	1	1	3
Professional qualifications	1			1	2
Promotion					
Regular training					
IT skills					
Job exchange					
Communication skills					
Affiliation to a career group					
Other		1			1
Total	1	6	2	4	13

7. Are there any barriers to your training that you are aware of?

PENTECH	Attendant	Paraprofessional	Professional			T
	Bookstack attendant	Library assistant	Librarian	Subject librarian	Head of department	
No time	1	1	1	2	2	7
No opportunity	2	2				4
Limitations as to who can go on training		5	2	2		9
No training budget		1				1
Other						
Invalid			1			1
Total	3	9	4	4	2	22

UWC	Attendant	Paraprofessional		Professional	
	Bookstack attendant	Library assistant	Senior library assistant	Subject librarian	Total
No time	1		1	2	4
No opportunity		3	1		4
Limitations as to who can go on training		2			2
No training budget		1		2	3
Other					
Invalid					
Total	1	6	2	4	13

8. To what extent do you agree that you should be allowed to attend courses that are not related to your job?

PENTECH	Attendant	Paraprofessional	Professional			T
	Bookstack attendant	Library assistant	Librarian	Subject librarian	Head of department	
Strongly agree		5	2	2	1	10
Agree	1	1	2	1		5
Uncertain						
Disagree					1	1
Strongly agree					1	1
Invalid	1					1
Total	2	6	4	3	3	18

UWC	Attendant	Paraprofessional		Professional	
	Bookstack attendant	Library assistant	Senior library assistant	Subject librarian	Total
Strongly agree		5	2	3	10
Agree	1				1
Uncertain		1			1
Disagree					
Strongly disagree					
Invalid				1	1
Total	1	6	2	4	13

9. To what extent do you agree that you are adequately enskilled in your current job?

PENTECH	Attendant	Paraprofessional	Professional			T
	Bookstack attendant	Library assistant	Librarian	Subject librarian	Head of department	
Strongly agree	2	2	1		1	6
Agree		2	1	3		6
Uncertain		2			1	3
Disagree			1			1
Strongly disagree			1		1	2
Invalid						
Total	2	6	4	3	3	18

UWC	Attendant	Paraprofessional		Professional	
	Bookstack attendant	Library assistant	Senior library assistant	Subject librarian	Total
Strongly agree					
Agree		1	1		2
Uncertain	1	2		1	4
Disagree		2		2	4
Strongly disagree		1	1	1	3
Invalid					
Total	1	6	2	4	13

10. To what extent do you agree that there is an opportunity for promotion in your current job?

PENTECH	Attendant	Paraprofessional	Professional			T
	Bookstack attendant	Library assistant	Librarian	Subject librarian	Head of department	
Strongly agree		1				1
Agree			1	1		2
Uncertain	1	2	1	2	2	8
Disagree			1			1
Strongly disagree	1	3	1			5
Invalid					1	1
Total	2	6	4	3	3	18

UWC	Attendant	Paraprofessional		Professional	
	Bookstack attendant	Library assistant	Senior library assistant	Subject librarian	Total
Strongly agree					
Agree					
Uncertain					
Disagree		3			3
Strongly disagree	1	3	2	4	10
Invalid					
Total	1	6	2	4	13

APPENDIX 3**QUESTIONNAIRE**

The purpose of this questionnaire is to gather information about training of library staff. It forms part of a thesis.

Information disclosed on this form will remain anonymous. Information identifying the respondent will not be disclosed under any circumstances.

Please put a circle around the letter that best represents your answer.

1. How do you get informed about the training opportunities that are available to you in the library?

- A. by e-mail
- B. my supervisor informs me
- C. my colleagues tell me
- D. by campus newsletter
- E. other (please specify below)

.....

2. Computer training is a necessary aspect in the work that I do.

- A. strongly agree
- B. agree
- C. uncertain
- D. disagree
- E. strongly disagree

3. What kind of training do you prefer?

- A. hands on training
- B. attending short courses
- C. mentoring - a junior staff member working closely with a senior staff member over a specified period to facilitate upward mobility.
- D. coaching - an experienced staff member providing on the job training to facilitate learning under guidance.
- E. other (please specify below)

.....

4. Please indicate by circling around the letters that represent all the courses that you attended since starting your current job.

- A. interpersonal skills
- B. library routines and counter duties.
- C. induction training
- D. leadership skills
- E. computer skills
- F. team building
- G. presentation skills
- H. stress management
- I. supervision skills
- J. health and safety
- K. others (please specify below)

.....

.....

.....

5. When do you go on training?

- A. after my appraisal session
- B. when my supervisor tells me to go
- C. there is a training schedule that is followed in the library
- D. during my own time
- E. other (please specify below)

.....

.....

.....

6. Which of the following would greatly enhance your career development? Please circle all the applicable ones.

- A. a mentor - the person who will be responsible for mentoring
- B. a coacher - the person who will be responsible for coaching
- C. professional qualifications
- D. short courses
- E. promotion
- F. regular training
- G. IT skills
- H. job exchange - working in a similar job in another institution
- I. communication skills
- J. affiliation to a career group e.g. Library assistants committee
- K. other (please specify below)

.....

.....

.....

7. Are there any barriers to your training that you are aware of? Circle all the applicable ones.

- A. no time
- B. no opportunity
- C. limitations as to who can go on training
- D. no training budget
- E. other (please specify below)

.....
.....
.....

8. To what extent do you agree that the library should allow you to go on training courses that might develop your career but are not directly related to your current job?

- A. strongly agree
- B. agree
- C. uncertain
- D. disagree
- E. strongly disagree

9. To what extent do you agree that you are adequately enskilled in your current job?

- A. strongly agree
- B. agree
- C. uncertain
- D. disagree
- E. strongly disagree

10. To what extent do you agree that there is an opportunity for promotion in your current job?

- A. strongly agree
- B. agree
- C. uncertain
- D. disagree
- E. strongly disagree

Please answer the following question for statistical purposes.

Please tick \checkmark in the relevant box:

1. GENDER

Male

Female

2. POSITION

Library assistant Senior library assistant Book stack attendant

Assistant librarian Librarian Senior librarian

Subject librarian Head of department

TERMS OF EMPLOYMENT

Full-time

Part-time

University of Cape Town