

HUMAN RESOURCES DEVELOPMENT
OF ACADEMIC LIBRARIANS
IN
POST-SECONDARY INSTITUTIONS IN MANITOBA

by

Ganga B. Dakshinamurti

A thesis
presented to the University of Manitoba
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy
in the
Department of Educational
Administration & Foundations
Faculty of Education

Winnipeg, Manitoba

(c) Ganga B. Dakshinamurti, 1992



National Library
of Canada

Acquisitions and
Bibliographic Services Branch

395 Wellington Street
Ottawa, Ontario
K1A 0N4

Bibliothèque nationale
du Canada

Direction des acquisitions et
des services bibliographiques

395, rue Wellington
Ottawa (Ontario)
K1A 0N4

Your file Votre référence

Our file Notre référence

The author has granted an irrevocable non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of his/her thesis by any means and in any form or format, making this thesis available to interested persons.

L'auteur a accordé une licence irrévocable et non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de sa thèse de quelque manière et sous quelque forme que ce soit pour mettre des exemplaires de cette thèse à la disposition des personnes intéressées.

The author retains ownership of the copyright in his/her thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without his/her permission.

L'auteur conserve la propriété du droit d'auteur qui protège sa thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

ISBN 0-315-78034-7

Canada

HUMAN RESOURCES DEVELOPMENT OF ACADEMIC LIBRARIANS
IN POST-SECONDARY INSTITUTIONS IN MANITOBA

BY

GANGA B. DAKSHINAMURTI

A Thesis submitted to the Faculty of Graduate Studies of the University of Manitoba in
partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

© 1992

Permission has been granted to the LIBRARY OF THE UNIVERSITY OF MANITOBA to
lend or sell copies of this thesis, to the NATIONAL LIBRARY OF CANADA to microfilm
this thesis and to lend or sell copies of the film, and UNIVERSITY MICROFILMS to
publish an abstract of this thesis.

The author reserves other publication rights, and neither the thesis nor extensive extracts
from it may be printed or otherwise reproduced without the author's permission.

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to my advisor, Dr. J.A. Riffel, without whose steadfast help and encouragement this research could not have been accomplished. I would like to give special thanks to the other members of the advisory committee, Dr. Jacqueline Stalker, Dr. Richard Bennett and Dr. William Converse for their valuable suggestions and earnest support.

My deep appreciation goes to my colleagues who tested my research instruments and, of course, to all the administrators and librarians who participated generously in my research. Thanks are due to Ms. Rita Chahal, Ms. Riky Bakker and Ms. Beverly Phillips for their help in proof-reading the thesis. My very special thanks go to Ms. Sukanya Padmanabhan for typing the thesis with unflagging enthusiasm.

I dedicate this work to my family. But for their patience, understanding and encouragement this work would not have been completed.

Abstract

The historical development and current status of human resources development for academic librarians in seven post-secondary educational institutions in Manitoba were investigated. The data were gathered through documentary analysis of the staff development background of each institution, personal interviews of the senior administrators of each library, and through a comprehensive questionnaire mailed to the professional librarians of each institution.

The librarians who were surveyed found that the major changes presently occurring in academic libraries, particularly library automation and budgetary constraints, require investment in human resources development. Library administrators were generally in favour of an organized, strategic approach to a staff development programme in order to increase productivity and employee satisfaction. The limitations posed on such a programme by financial constraints and pressure of time necessitate careful tailoring of all human resources development activities to fit the long-term goals of the library and its parent institution.

A model of human resources development for professional librarians, designed for integration into the strategic plans of academic libraries, is proposed. As automation is the greatest challenge currently facing these libraries, training in computer skills should be of primary importance. Participatory management strategies can be helpful in providing job satisfaction for professional librarians, as the onset of computerized information technology has caused, on the one hand, a levelling of tasks performed by librarians and library support staff and, on the other hand, an increased demand by users for innovative services. In light of the current climate of fiscal restraint, motivational support and incentives for librarians must be derived from various non-monetary forms of employee recognition and reward. Professional

involvement through conferences or associations is encouraged for all librarians. Research is considered to be a requisite for academic librarians in order for them to be recognized as equivalent to teaching faculty. However, support for research projects needs to be organized in the form of guidance and funding. These practices could be integrated into institutional human resources development objectives wherever such objectives existed, but also would need to be coordinated by the library director, in accordance with the library's stated goals, and as part of a strategic plan.

Table of Contents

Acknowledgements	i
Abstract	ii
List of Tables	xi
List of Figures	xv

Chapter One

PURPOSE AND THEORETICAL ORIENTATION	1
Purpose of the Study	1
Conceptual Development of Human Resources Development	3
Human Capital Theory	4
<i>Overview</i>	4
<i>Historical development</i>	5
<i>Summary and analysis</i>	9
Work Force Planning	10
<i>Overview</i>	10
<i>Historical development</i>	10
<i>Summary and analysis</i>	17
Training	19
<i>Overview</i>	19
<i>Historical development</i>	19
<i>Summary and analysis</i>	22
Human Resources Development Over the Decades	24
<i>Overview</i>	24
<i>Human resources development in the seventies</i>	26
<i>Human resources development in the eighties</i>	31
<i>Human resources development today</i>	38

<i>Human resources development in educational organizations:</i>	
<i>A historical overview</i>	42
<i>Summary and analysis</i>	46
 Human Resources Development and Management in the Context of Organizational Development	 48
<i>Overview</i>	48
<i>Organizational change</i>	49
<i>Organizational development</i>	50
<i>Organizational culture</i>	51
<i>Organizational climate</i>	52
<i>Strategic management of change</i>	53
<i>Managerial support in fostering change</i>	57
<i>Human resources development and management models</i> .	61
<i>Nature of educational organizations</i>	65
<i>Summary and analysis</i>	70
 Conceptual Applications of Human Resources Development in a Library Context	 71
 Chapter Two	
 HUMAN RESOURCES DEVELOPMENT IN ACADEMIC LIBRARIES. .	 75
Effects of Automation in Libraries	77
Human Resources Development in the Seventies	80
<i>Overview</i>	80
<i>Historical development</i>	81
<i>Academic status of librarians</i>	99
<i>Summary and analysis</i>	104
Human Resources Development in the Eighties	105
<i>Summary and analysis</i>	115
Conclusion of Literature Review	116

Chapter Three

RESEARCH DESIGN AND METHODOLOGY	121
The Research Design	121
<i>Overview</i>	<i>121</i>
<i>Documents</i>	<i>122</i>
<i>Interview data</i>	<i>123</i>
<i>Survey data</i>	<i>123</i>
Research Design Rationale	124
<i>Overview</i>	<i>124</i>
<i>Educational administration as a field of study</i>	<i>125</i>
<i>Design analysis</i>	<i>133</i>
<i>The design and analysis of the questionnaire</i>	<i>137</i>
Limitations of the Study	143
Research Procedures	144

Chapter Four

DATA AND ANALYSIS	148
Overview	148
The Research Library	149
Historical Perspective	149
<i>Overview of archival materials</i>	<i>151</i>
<i>Background for the seventies</i>	<i>151</i>
<i>Developments in the seventies</i>	<i>152</i>
<i>Developments in the eighties</i>	<i>157</i>
<i>Staff Development Committee</i>	<i>160</i>
Librarians' Viewpoints	165
<i>Profile of the respondents</i>	<i>165</i>
<i>Internal and external changes needing human resources development</i>	<i>165</i>
<i>Significant changes in the Research Library</i>	<i>166</i>

<i>Satisfaction with availability and adequacy of human resources development incentives/activities/opportunities</i>	167
<i>Rating of librarians' abilities to serve users</i>	169
<i>Initiator and determinator of developmental activities</i>	170
<i>Effectiveness of human resources development in satisfying needs</i>	170
<i>Human resources development and administrative strategy</i>	172
<i>Additional skills, knowledge, attitudes needed</i>	175
<i>Developmental activities needed</i>	176
<i>Barriers preventing implementation</i>	177
<i>Suggested solutions to overcome the barriers</i>	177
<i>Librarians' recommendations of administrative strategy</i>	178
<i>Recommended strategies for motivation</i>	179
Administrative Viewpoint	180
Overview	180
Undergraduate Libraries	184
Historical Perspective	184
Librarians' Viewpoints	185
<i>Profile of the respondents</i>	185
<i>Internal and external changes needing human resources development</i>	186
<i>Significant changes in undergraduate libraries</i>	186
<i>Satisfaction with availability and adequacy of human resources development incentives/activities/opportunities</i>	187
<i>Rating of librarians' abilities to serve users</i>	188
<i>Initiator and determinator of developmental activities</i>	189
<i>Effectiveness of human resources development in satisfying needs</i>	189
<i>Human resources development and administrative strategy</i>	190
<i>Additional skills, knowledge, attitudes needed</i>	192
<i>Developmental activities needed</i>	193
<i>Barriers preventing implementation</i>	193
<i>Suggested solutions to overcome the barriers</i>	193

<i>Librarians' recommendations of administrative strategy</i>	194
<i>Recommended strategies for motivation</i>	194
Administrative Viewpoint	195
<i>The first undergraduate library</i>	195
<i>The second undergraduate library</i>	197
<i>The third undergraduate library</i>	199
Community College Libraries	202
Historical Perspective	202
Librarians' Viewpoints	203
<i>Profile of the respondents</i>	203
<i>Internal and external changes needing human resources</i> <i>development</i>	204
<i>Significant changes in community college libraries</i>	204
<i>Satisfaction with availability and adequacy of human</i> <i>resources development incentives/activities/opportunities</i>	204
<i>Rating of librarians' abilities to serve users</i>	206
<i>Initiator and determinator of developmental activities</i>	206
<i>Effectiveness of human resources development</i> <i>in satisfying needs</i>	207
<i>Human resources development and administrative strategy</i>	207
<i>Additional skills/knowledge/attitudes needed</i>	208
<i>Developmental activities needed</i>	209
<i>Barriers preventing implementation</i>	209
<i>Suggested solutions to overcome the barriers</i>	209
<i>Librarians' recommendations of administrative strategy</i>	210
<i>Recommended strategies for motivation</i>	210
Administrative Viewpoint	210
Analysis	214
The Importance of History	214
Human Resources Development in Manitoba's Academic Libraries: State of the Art	216

<i>Internal and external changes needing human resources development</i>	216
<i>Satisfaction with availability and adequacy of human resources development incentives/activities/opportunities</i>	220
<i>Effectiveness of human resources development programmes</i>	225
<i>The initiators and determinators of human resources development programmes</i>	226
<i>Human resources development and administrative strategy</i>	227
<i>Developmental activities needed</i>	229
<i>Barriers preventing implementation</i>	230
<i>Suggested solutions to overcome the barriers</i>	231
<i>Managerial support for human resources development</i>	232
Conclusion	235

Chapter Five

CONCLUSIONS AND RECOMMENDATIONS	236
Scanning Changing Environments	238
Planning for Development	240
Skills, Knowledge and Attitudes Needed	240
Barriers Preventing Implementation	241
Overcoming Barriers	241
Priorities for Implementation	243
Goals and objectives	243
Training	244
Performance appraisal	245
Implementation Sequence: Action-Plans	245
Evaluation and Updating	246

Administrative Support for Human Resources Development	247
Conclusion	248
BIBLIOGRAPHY	249
APPENDIX	
A. Staff Benefits Extended to Academic Librarians in Manitoba Per Contractual Agreement	286
B. Respondents' Suggestions for Motivation	287
C. Instruments Used	

LIST OF TABLES

1. Internal and external changes needing human resources development in the Research Library	165a
2. Significant changes in the Research Library	166a
3. Satisfaction with availability and adequacy of human resources development incentives/activities/opportunities in the Research Library	167a
4. Rating of librarians' abilities to serve users in the Research Library	169a
5. Initiators of developmental activities in the Research Library	170a
6. Determinators of developmental activities in the Research Library	170b
7. Effectiveness of human resources development in satisfying needs in the Research Library	171a
8. Human resources development and administrative strategy in the Research Library	173a
9. Matching of human resources development with administrative strategy in the Research Library	173b
10. Effectiveness of human resources development in the Research Library	173c
11. Additional skills/knowledge/attitudes needed to handle changes in the Research Library	175a
12. Developmental activities needed in the Research Library	176a
13. Barriers preventing implementation of developmental activities in the Research Library	177a
14. Suggested solutions to overcome the barriers in the Research Library	177b
15. Librarians' recommendations of administrative strategy in the Research Library	178a

16. Recommended strategies for motivation in the Research Library	179a
17. Internal and external changes needing human resources development in undergraduate libraries	186a
18. Significant changes in undergraduate libraries	186b
19. Satisfaction with availability and adequacy of human resources development incentives/activities/opportunities in undergraduate libraries	187a
20. Rating of librarians' abilities to serve users in undergraduate libraries . . .	188a
21. Initiators of developmental activities in undergraduate libraries	189a
22. Determinators of developmental activities in undergraduate libraries . . .	189b
23. Effectiveness of human resources development in satisfying needs in undergraduate libraries	189c
24. Human resources development and administrative strategy in undergraduate libraries	190a
25. Matching of human resources development with administrative strategy in undergraduate libraries	191a
26. Effectiveness of human resources development in undergraduate libraries .	191b
27. Additional skills/knowledge/attitudes needed to handle changes in undergraduate libraries	192a
28. Developmental activities needed in undergraduate libraries	193a
29. Barriers preventing implementation of developmental activities in undergraduate libraries	193b
30. Suggested solutions to overcome the barriers in undergraduate libraries .	193c
31. Librarians' recommendations of administrative strategy in undergraduate libraries	194a

32.	Recommended strategies for motivation in undergraduate libraries	194b
33.	Internal and external changes needing human resources development in community college libraries	204a
34.	Significant changes in community college libraries	204b
35.	Satisfaction with availability and adequacy of human resources development incentives/activities/opportunities in community college libraries	204c
36.	Rating of librarians' abilities to serve users in community college libraries .	206a
37.	Initiators of developmental activities in community college libraries . . .	206b
38.	Determinators of developmental activities in community college libraries .	207a
39.	Effectiveness of human resources development in satisfying needs in community college libraries	207b
40.	Human resources development and administrative strategy in community college libraries	207c
41.	Matching of human resources development with administrative strategy in community college libraries	207d
42.	Effectiveness of human resources development in community college libraries	208a
43.	Additional skills/knowledge/attitudes needed to handle changes in community college libraries	208b
44.	Developmental activities needed in community college libraries	209a
45.	Barriers preventing implementation of developmental activities in community college libraries	209b
46.	Suggested solutions to overcome the barriers in community college libraries	209c

47. Librarians' recommendations of administrative strategy in community college libraries	210a
48. Recommended strategies for motivation in community college libraries	210b
49. Ranking of internal and external changes requiring human resources development in academic libraries in Manitoba	217a

List of Figures

1. Human resources development incentives/activities/opportunities
in the Research Library 220a
2. Human resources development incentives/activities/opportunities
in undergraduate libraries 222a
3. Human resources development incentives/activities/opportunities
in community college libraries 224a
4. Rating of librarians' abilities to serve users 225a

CHAPTER ONE

PURPOSE AND THEORETICAL ORIENTATION

Within its short lifespan of about twenty years, the field of organizational development has evolved to include a diversity of theories, methods, techniques, and views about the purposeful improvement of the management of an organization. It is concerned with organizational excellence in meeting an organization's objectives, as well as with "the human treatment of human beings" (Patten 1988, 199). Minter predicted that:

Human resource planning (and development) concepts will become a viable management approach through the turn of the century and beyond. During the next twenty to thirty years managers will be relying heavily on human resource management tools to better plan, organize, direct and control the human assets of the firm. (Minter 1980, 52)

Human resources development is a vehicle to bring about organizational development by calling for a series of activities designed to further the revitalization or productivity of an organization, and in which the job, the individual and the organization interact as each one develops and changes. As noted by Nadler (1970; 1988), these activities incorporate improving performance on the present job (training); preparing individuals for future, identifiable jobs within the organization (education); and helping individuals grow to meet future, as yet unspecified, directions of organizational growth (development).

Purpose of the Study

The construction of a comprehensive model of human resources development for academic librarians is investigated in this research. The purpose of

the model is to be responsive to the developmental needs of the colleges and universities as well as the individuals concerned, and to provide the structure for comparison and evaluation of ongoing professional development. The general questions guiding this research are:

1. What specific changes are academic libraries undergoing that call for development of their human resources?
2. What are the specific human resources development needs in academic libraries?
3. What kind of human resources development activities are already available to academic librarians?
4. How effective are these activities in meeting the needs of:
(a) the individual librarians concerned; (b) the academic library; and
(c) the university or the college?
5. Which of the human resources development needs perceived by academic librarians are not being met at present?
6. What are the barriers that prevent the implementation of human resources development activities in academic libraries to correspond to these needs?
7. What are the possible solutions to help eliminate the barriers to the proper implementation of human resources development for academic librarians?
8. What role should management play in order to meet the human resources needs of academic libraries, and of academic librarians?
9. What model of human resources development will incorporate the appropriate activities to fit successfully an individual librarian's needs with those of the organization?

A growing body of research has identified the importance of human resources for the development of both private and public enterprises. The need to consider the development of human resources is particularly acute in academic libraries, which are buffeted by severe budget restraints as well as escalating acquisition and labour costs and automation expenditures. While automation absorbs more and more financial resources, it also creates changes in academic libraries. Library personnel need continuous professional development to accept and manage these changes. Academic librarians with faculty ranking are expected to undertake relevant research and show evidence of continuous professional development to gain career advancement. This research is an attempt to address needs such as these through an empirically-based model, focusing on specific concerns about human resources development and management in academic libraries.

Conceptual Development of Human Resources Development

Before human resources development in libraries can be studied, organizational literature should be reviewed in order to understand the conceptual development of human resources development. This review will be the basis for a critical examination of the emerging status of human resources development in libraries within the broader context of human resources development in organizations. A descriptive and, where applicable, historical review of literature related to human resources development is undertaken in Chapter One. An overview and summary of each subtopic highlights the issues that are particularly relevant to the present study. In Chapter Two, library literature is critically examined to review the status of human resources development in libraries within the context of the broader frame presented in Chapter One.

A review of selected literature, dealing with human capital theory, work force planning, training, and finally human resources development, is presented chronologically to show that the human capital theory is the basis for human resources development. The products of the human capital theory - the concepts of work force planning, vocational education, and on-the-job training - are absorbed into the functions of a well-run human resources development programme. Supportive managerial theories within the context of organizational development identify the appropriate organizational climate and administrative leadership needed for the application of human resources development. Relevant human resources management models are examined for their applicability to libraries.

Finally, the nature of educational organizations is reviewed, including the controversy described in educational administration literature about what constitutes an educational organization, and how theoretical applications of organizational theory differ in educational institutions compared to other types of organizations. An academic library exists within the environment of an educational institution. Narrowing the focus from organizations to educational organizations as a field of study before examining the review of library literature will help in identifying the critical issues connected to human resources development in academic libraries.

Human Capital Theory

Overview. The ideas embedded in human capital theory have provided the theoretical underpinnings for human resources management and vocational training. Human capital theory reached its zenith in the 1960's; in the 1980's, it had to be modified to suit new economic realities. By underlining the complex relationship between education and earnings, it influenced work force planning and vocational education in the 1960's, on-the-job training in the 1970's, and human resources

development in the 1980's. The human capital theory, popularly associated with economists of the late 1950's and 1960's, such as Schultz, Drucker and Becker, considers human beings to be capital resources or assets, and advocates investment in human capital for increased productivity (Jones 1981, 61; Mace 1984, 39).

Historical development. As early as 1968, Kiker was able to outline human resources development as one possible application of the human capital analytical framework (Kiker 1968, ix-x). His edited work in 1971 was a summary of the research conducted in the 1960's on the human capital concept. The researchers asserted that expenditures on people, which lead to increases in future productivity, are investments in capital and should be treated in theory and practice as capital formation.

Theodore Schultz is credited with the "rebirth" of the concept of human capital (Blaug 1968, 11; Kiker 1971, 1; Mace 1984, 39; Odiorne 1984, 4). Schultz's presentation in 1971, a tour de force on human capital theory, classified the investment in human capital into seven different investment activities. These include education, training, work force planning studies, motivation, and performance of workers - in effect, all the facets that are currently held to be the core of human resources development. The growing literature of the early 1970's on human capital dealt far more intensely with education as an investment than with any other component of human capital. Thurow considered the concept of human capital and the analytical framework behind it to be major advances in economic analysis because they provided an alternative measure of labour's contribution to productivity. He predicted that "the problem of how to invest wisely and efficiently in human beings is destined to be our major social and economic problem of the future" (Thurow 1970, 135).

The early studies on human capital theory were rather utopian in their ready acceptance of a simple equation between education and productive employment, with many other important factors still in the "unknown" category. However, these

studies were instrumental in focusing on the problem of how to invest wisely and efficiently in human beings. By the middle 1970's, this simple equation of education and employment was being questioned. For the equation to be true, education should always lead to increased productivity. Adams reflected the skepticism and disillusionment that set in when it was realized that "more and more schooling did not necessarily result in equalization of opportunity for the available goods and services of the society" (Adams 1973, 60), and stated that there was little evidence to suggest a tight relationship between education and economic growth. Welch, in his appraisal of the human capital approach, concluded:

We do not have clear statements of the endogenicity of schooling vis-a-vis ability. We have not been able to generalize with regards to the role of family background as it contributes to motivation, to the quality of the learning environment, and to access to funds for investments in human capital.
(Welch 1975, 69)

Bowles and Gintis, while believing that "the evidence strongly supports the view that schooling enhances worker productivity" (Bowles and Gintis 1975, 74), found the human capital theory to be "substantially misleading both as a framework for empirical research and as guide to policy" (p. 74-75), and that the "human capital theorists have put forth a one-dimensional normative framework" (p. 82) when a more complex equation was demanded. Ginzberg, while acknowledging the connection between education, work and work force planning, also saw the need for a more complex equation, calling attention to recent developments "that warn against a simplistic reliance on the human capital theory as an explicating mechanism" (Ginzberg 1975, 2). Without naming specific activities, he heralded the beginnings of human resources development when he called for such improvements as:

. . . alteration of the existing patterns of interaction between workers and management, and between workers and their machines, with the aim of providing workers with more scope for self-discrimination and more responsibility for the production of goods and services.
(Ginzberg 1975, 3)

Stensland critically examined the justification of education as investment in human capital, and concluded that since a vast variety of institutions contribute to the education of human beings, human capital formation cannot be regarded as a simple input-output transaction. He suggested using an integrated approach and continuous interaction between development and education rather than a cause-effect connection, stating that "with the bold new concept of total, life-long education, integrated planning is within reach" (Stensland 1976, 77).

Thus, in the 1970's, there was speculation about the other variables in the productivity equation, though the importance of education to productive employment was still emphasized. The simple equation of education and production had become more complex, with additional factors influencing the outcome.

Several research studies in the 1980's continued to prove that the productivity equation is more complex than a simple and direct correlation between education and employment. According to these case studies, factors other than education, such as age differences (Cohn 1980), gender differences (Wong and Sandars 1982), family characteristics or extra-curricular activities (Levine 1983), also determine human productivity.

Ricker's review (1980) showed, with particular emphasis on Canadian experiences, that economic thought concerning education had been different in each of three distinct periods. Until the 1950's, economists demonstrated little concern about the relationship between education and society's economic performance. In the 1960's, during the so-called human-investment revolution, the neo-classical school became preoccupied with education's investment potential, resulting in greatly increased expenditures. At the heart of this analysis was the theory of human capital. As Ricker stated, "it was the strong correlation between educational attainments and economic growth that transformed the theory of human capital into an irresistibly persuasive doctrine" (Ricker 1980, 172). In the 1970's, the judgement was revised and the human capital or education-as-investment school of thought fell

into disarray. Canadian economists believed that both a policy of restraint and a closer meshing of school programmes with labour force requirements would be necessary. According to Ricker, Canada's educational system, viewed in historical perspective, reflects the changing moods of the country's economic policy advisors, from armchair observance of educational policy-making until the 1950's, to the preoccupation with education as an investment in the 1960's, and finally the swing through the 1970's and in the 1980's to vocationalism on the one hand, and to "ecological economics" with its plea for traditional forms of education, on the other. Ricker concluded that the benefits had not been as expected:

Canada now leads the industrialized world in educational enrollments in relation to its population and it also devotes a higher percentage of its Gross National Product to education than any other major industrial power. But Canada's economy has not benefitted from this greatly accelerated commitment to education to the extent that was expected. (Ricker 1980, 178)

Mace's work (1984) provides a fitting conclusion to this literature review of human capital theory. He traced the development of human capital theory through the "veritable avalanche of work" that followed Schultz's publication, noting that disillusionment set in only when human capital theory failed to deliver on two counts: equalization of incomes in proportion to money spent on education, and expected economic growth in Third World countries (Mace 1984, 40). Mace was convinced that:

. . . what is needed now is further conceptual and empirical work to unravel the complex relationship between education and earnings; work that must take account of the politico-social context within which this relationship is determined . . . The early optimism of economists has been replaced by a much clearer understanding of the limits of education as an investment for equalizing income and prompting economic growth . . . We may indeed be witnessing the birth of a political economy of education rather than an economics of education based on the rather narrow human capital paradigm. (Mace 1984, 42-45)

Mace's analysis of its "pros" and "cons," as presented in a wide range of publications, pointed out the complexity of the productivity equation.

Summary and analysis. The literature review shows that human capital theory is viewed differently now than it was in the 1960's. Until that time, economic analysis dealt with the process of economic growth in terms of changes in the stock of physical capital (structures and equipment) and the number of workers. Gradually, the inadequacy of these variables in explaining economic growth was recognized and a search for fuller identification of variables was launched. In the 1960's, a significant amount of empirical work was undertaken to estimate the contribution of education and on-the-job training to economic growth, and to ascertain the rate of return on expenditures for education and training. Since then, Schultz's view has been adjusted to include a more realistic assessment of the labour market to reflect the economic realities of the 1980's and 1990's. The human capital theory has helped to highlight the complex relationship between education and earnings, and has given impetus to work force planning and on-the-job training, concepts which, in the context of changing managerial theories and practices, blend into principles of human resources development and management.

A comparison of the history of economic development in western countries with that in Third World countries suggests that human capital theory would inevitably have had its origin in the West. It is generally less obvious that, in western countries, the rate of growth of human capital has been faster than the rate of growth of conventional (non-human) capital. In fact, the distinctive feature of the western economic system has been the high skill level of its work force, which, when combined with other investments, accounts for the productive superiority of the technically advanced countries. Industrially less developed nations are unable to absorb physical capital beyond a certain point due to inadequacy of the complementary human capital needed to operate the machines. Herein lies the importance of work force planning and on-the-job training, which are developments from human capital theory. A theoretical understanding of the origin of human resources development underscores the economic realities surrounding this issue in the context of budget-driven libraries.

Work Force Planning

Overview. A review of the work force planning literature reveals that the ebb and flow of work force development has followed the pattern set by the historical development of the human capital theory. There was the same optimism in the 1960's, with the assumption of a direct correlation between levels of educational attainment and levels of income. In the late 1960's and early 1970's, attention shifted from education of individuals to help for disadvantaged groups. There was also a change from the narrow concept of work force planning to the larger conceptual view of the overall development of human resources. The 1970's emerged as a period of work force planning in order to tackle mushrooming employment problems, but in the middle of the decade, diminishing returns on education expenditure resulted in skepticism about work force planning. Human development strategies were mentioned more often than work force planning strategies, with increased attention given to problems faced by the disadvantaged. By the early 1980's there were doubts about the cost-effectiveness of vocational training. On-the-job training as well as job creation resurfaced as viable alternatives. A call for a closer link between educational institutions and businesses was advocated, in which the business world would participate more fully in training programmes. The productivity equation had more known variables, though education was still regarded as the core.

Historical development. According to Jakubauskas and Palomba:

During the 1940's and early 1950's the major concern of labor economists was union-management relations Beginning with the late 1950's, the focus of attention began to shift. Policymakers began to be greatly concerned with the development and utilization of workers as a manpower [sic] resource. Government intervened more actively in the labor market by promoting employment and training opportunities for a wide range of groups previously ignored.

(Jakubauskas and Palomba 1973, v)

The work force was viewed as the human form of capital, with unemployment termed "idle capital", and the training or educating of workers termed "improving capital". The optimism of the 1960's, with the assumption of a direct correlation between levels of educational attainment and levels of income, was evidenced by LeVasseur's 1967 study of the interrelationship between education, work force, and the economy. The author considered a model to quantify certain structural relationships within and among three separate systems: the educational system, the work force system, and the inter-industry system. In the late 1960's and early 1970's, the attention of policy makers shifted from the education of individuals to helping disadvantaged groups. This marked a change from the relatively restricted concept of work force planning to the larger concept of the overall development of human resources, thus broadening the productivity equation. Schooling was found to be insufficient as it did not provide enough "hedging" in facing the advancing technological conditions (Kiker 1971). With accelerated changes, ongoing training became increasingly important. A strong connection was made between vocational training in the educational setting and work force planning. The changing employment market was signalled by an UNESCO publication noting that:

Only a comprehensive approach to human resource development and utilization embracing all categories of manpower [sic] in both the modern and traditional sectors of the economy can provide a firm foundation for a rational manpower [sic] policy and an adequate basis for educational planning.

(UNESCO 1968, 18)

In the western countries, given the economic goals of full employment and equal employment opportunities, the 1970's emerged as a period of work force planning, largely because of increasing unemployment problems, particularly among the disadvantaged (Bauer 1970; Ruthenberg 1970). The emphasis on vocational education prompted Knowles (1972) to suggest that education must be a lifelong process in order to avoid the catastrophe of human obsolescence.

Jakubauskas and Palomba cited Schultz, Becker and many others to describe the capital nature of the work force, concluding that "human capital can be improved by formal education and on-the-job training, fuller information about job opportunities, and better health care" (Jakubauskas and Palomba 1973, 15). In his analysis of the close connection between social changes and changes in income distribution, Tinbergen (1975) suggested that the educational system could be used to reduce inequality in income distribution. He believed that in the "race" between educational development as an inequality depressing agent, and technological development as an inequality boosting agent, "both in the U. S. A. and in the Netherlands, education appears as the victor and inequality has fallen considerably" (Tinbergen 1975, 155). However, in the mid-1970's, there was increased skepticism about work force planning, mainly due to diminishing returns for educational expenditures (Leiter 1975). With more attention being given to the problems faced by the disadvantaged, and with the growing need for an individual career education continuum, work force planning strategy was soon supplanted by the people-oriented, situation-specific terminology of human development strategy (Worthington 1974).

Regarding work force development in Canada in the same period, it is sobering to find the present echoing the past. Ginzberg found the deep-seated regionalism of Canada hampering economic growth and the development of "sensible manpower [sic] policies" (Ginzberg 1971, 285). By 1975, the rate of unemployment was again climbing; however, patterns of chronic regional disparity remained unchanged. The fundamental reason, according to Baetz and Collins, was "the reluctance of employers and social planners to treat labour as a resource to be developed and planned for over a long-term horizon, rather than as if it flowed from a tap to be turned on and off instantaneously in response to immediate economic conditions" (Baetz and Collins 1975, 6). In view of rising expectations and work aspirations, particularly among youth and women, "it is incumbent on government to

create conditions which lead not only to increasing job quantity but to increasing job quality" (p. 6). The authors recommended a human development strategy as more appropriate than work force strategies (p. 17-18).

Holland and Skolnick (1975), examining the same issues in the context of the activities and purposes of the governments of Canada and Ontario, reported a considerable shift in the direction of work force policy after a period of increased unemployment in 1972. There was discernible interest in the equitable distribution of work force programmes, which were established to ameliorate problems faced by the disadvantaged. During the same time period, the Manitoba Economic Development Advisory Board (1975) reported a problem of underemployment rather than unemployment. The report recommended on-the-job training, short-term and long-term economic forecasting, and career development for women and minority groups. The report is widely held to be the forerunner of the Affirmative Action Programme, which is presently known as the Employment Equity Programme. In the United States too, costly work force programmes bred doubts and objections. Demands for accountability surfaced in 1971 and 1972, just as Canada started seriously to examine its work force programmes.

In four separate publications (1966, 1971, 1975, 1976), Ginzberg described the work force planning connection to economic development. He maintained that work force planning actually represented the key constraint on growth, as it required time and effort to expand the quantity and quality of skills of the population (Ginzberg 1971, 300). The focus of Ginzberg's work in 1975 stressed the extent to which effective work force utilization depends on: effective organizational structures, incentive structures that contribute to, or detract from, the economical use of work force, and the commitment of top leadership to a policy of effective work force utilization. This model is now considered the effective managerial application of

human resources development. Ginzberg (1976) also emphasized the need to match individuals' career objectives and the goals of the organization, thus echoing the objective of human resources management. Higgs and Mbithi (1977) described human resources to be a most precious and underused resource, and that change agents must work with, rather than for, people. Kuper (1979) suggested that a nation's productivity came from three groups of factors: human resources, technology and capital investment, and the external environment. He maintained education to be the critical element because it improved the individual's ability to contribute to the economic system. As shown by these writers, attention increasingly was shifting to the needs of the individual, as vocational education became prohibitively expensive. One of the alternatives, then, was on-the-job training (Levine 1979).

In the 1980's, there were continuing doubts about the cost-effectiveness of vocational training. On-the-job training and job creation resurfaced as viable alternatives (Nelson and Peverly 1980). Better cooperation was proposed between educational institutions and businesses, with the business world called upon to participate more fully in training programmes (Fyfe 1980). The productivity equation thus had more known variables, though education continued to be regarded as the core.

Writing from a Canadian perspective, Love (1980) predicted that over the next five years concern about unemployment would be increasingly coupled with a concern about shortages of skilled work force in certain areas:

Obviously, if we are to improve our capacity to train highly skilled trades-workers and ensure that development occurs primarily within the private sector, we must find ways to encourage employers to participate more fully in apprenticeship programs. (Love 1980, 26)

While he agreed that the government should offer vocational training as a way of improving the general performance of the economy, he warned that "serious imbalances in the market will continue unless the private sector trains more workers to meet its specific needs" (Love 1980, 27).

Irizarry indicted poor work force planning for the "problematic phenomena of unemployment and overeducation," concluding that:

The costly investment of limited fiscal resources in education to prepare the strategic human resources required for development has resulted, instead, in the accumulation of redundant educated labour and has not made commensurate advances in economic and social development. (Irizarry 1980, 342)

Fulton et al., noting that expansion in higher education was slowing in most industrialized countries, stated that "there has been growing evidence of imbalances between the supply of and demand for various categories of qualified personnel" (Fulton et al. 1980, 84). The authors believed that a greater commitment to lifelong education could alleviate many of the difficulties associated with work force planning. Craig and Evers (1981) suggested that future directions of employee training and education would depend on the responsiveness of the traditional education system in recognizing employer needs and collaborating with business in meeting those needs, a direction taken by the Canada Jobs Strategy Programme.

A report from the Task Force on Labour Market Development (Canada Employment and Immigration 1981) offered a Canadian perspective on work force planning. The Task Force advocated spending on training directed to those skills most in demand, and for which the return on investment in human capital would be the highest. Its recommendations to seek private sector funding and reduce the commitment of resources to post-secondary institutions led to the establishment of the Canada Jobs Strategy Programme, whereby the federal government matches corporate contributions for training programmes. The Task Force was helped in its

analysis by a survey of work force planning practices in Canadian companies by Clifford et al. (1981), who reported the positive response of Canadian companies to an increased role in work force planning. Related to this were the research findings from the Manitoba Department of Labour and Manpower (1981) which showed that, in order to derive maximum benefits and minimize the adverse effects of technological development and its adaptation to industry, concomitant changes in the areas of labour relations and work force planning would be required.

Since the establishment of what was originally known as the Canada Jobs Strategy Programme, several government initiatives, at both the federal and provincial levels, for the development and training of the Canadian work force have been implemented. Such government initiatives and programmes are beyond the scope of this study for a detailed review. However, the reports issued in the beginning of the 1980's by the Task Force on Canadian Work Force Planning were instrumental in directing the various levels of government to the importance of a collaboration between public and private sectors in training the work force.

Caron's survey (1983), prepared as a background paper for Employment and Immigration Canada, found that education had a cumulative effect for individuals. To varying degrees, previous schooling, income level and type of professional occupation influenced one's participation in adult education. In general, people in the public sector had higher rates of participation in work-related training activities than those in the private sector; men were more likely to be in work-related training, while women were more likely to be in training programmes unrelated to work. Institutional supports such as educational leave were found to encourage an increased participation in adult education. However, unlike universities, few companies in Canada had educational leave policies. Caron concluded that there was a need for some basic job-related training and retraining to adapt the Canadian work force to new technologies (Caron 1983, 33).

Skolnick (1983) re-examined the role of work force planning in the Canadian university sector in light of new economic imperatives and production initiatives from Employment and Immigration Canada. He recommended that all institutions - universities, industry, and the government - should seek increased flexibility of educational programmes, on-the-job training, and paid educational leave, thus becoming more responsive to changing demands.

Summary and analysis. The historical and analytical work of Coombs (1985) provides a fitting conclusion as well as a summary for the literature review on work force planning. In "the task of tracing the genealogy of today's troubled and troublesome incongruities between the world of education and the world of work" (1985, 171), Coombs confirmed his 1968 report on the troubled partnership between education and employment. In his view, technical education had become a lifelong process and a necessity for an increasing proportion of each nation's labour force. Tracing the history of the great postwar educational expansion of the 1950's and the 1960's caused by "the time-honored symbiotic relationship between education and work" (p. 172), Coombs pointed out that indiscriminately expanding the existing educational system led to gross imbalances and waste, particularly in developing countries. This called for a new kind of educational and work force planning that would ensure the balanced internal growth of education systems to keep them in harmony with the needs of the economy. To do this with reasonable accuracy and sufficient specificity, including the qualitative as well as quantitative dimensions of the needed work force, proved, however, to be virtually impossible because of a lack of reliable basic data, unpredictable changes in the economy, differing priorities and, above all, the absence of a reliable, comprehensive and well-integrated overall national development plan. Cost-benefit approaches used in calculating separate rates of

return on past educational investments in any given country invariably showed that the overall yield from education was higher than from most of the other investments in the economy. There was also a substantially higher "social" rate of return on public investments in primary education than in higher education, where returns were higher for individuals than for society. Coombs acknowledged that:

. . . Both approaches at least had the merit of encouraging planners and decision makers to think in clearer, more rigorous, and comprehensive terms about how best to allocate limited resources among different parts of the educational system and how to match the system's performance and products with realistic national developments needs.
(Coombs 1985, 176)

However, Coombs found fundamental shortcomings in both the work force approach and the cost-benefit approach, as "each was essentially a 'numbers game' that ignored vitally important qualitative deficiencies and maladjustments in existing educational systems and specific programmes" (p. 176). Coombs found the social demand approach to be the most pragmatic, reflecting as it did the view of the people, while also being "a highly complex amalgam of technocratic statistical calculations and projections, strongly leavened by diverse and competing professional biases, philosophical convictions and political interests and pressures" (p. 176). With the social demand approach, the fact that some people received more than others showed that "whatever its ideology, educational decision making in any country is, in the final analysis and inescapably, a political process of give and take" (p. 177). Coombs' thought-provoking analysis concluded on a disturbing note:

In the absence of sweeping readjustments and innovations in both educational and economic systems, the world of education and the world of work will become increasingly unbalanced and maladjusted in most if not all countries over the next 20 years . . . The major cause for concern lies in the developing world . . . [The more developed countries] can undoubtedly make the necessary adjustments more readily, though not without wise and determined economic and educational policies, and even then, not without considerable pain and difficulty.
(Coombs 1985, 204)

The review on work force planning underscores the importance of ongoing planning as a part of human resources development and management in libraries to allow for the ever increasing changes in libraries of today. While work force planning considers the needs of groups of people, on-the-job training attends to the needs of the individuals within groups.

Training

Overview. A review of the literature shows that training, referring to on-the-job training and work-experience learning, is well recognized. Ideally, the continuum of education from educational institutions to training in workplaces should be maintained. Skolnick stated that "to be fully productive in industry, employees require much on-the-job learning and those with the best general education likely are the best on-the-job learners" (Skolnick 1983, 86).

Historical development. Human capital theory was used to measure and quantify the process of on-the-job training. Even in the 1960's, Mincer found that training, particularly of white males, formed a very large part of the total educational investment in the U. S. (Kiker 1971, 279-323). Wood and Campbell's bibliography (1970) includes 104 publications from the 1960's relating to training, many of which reported empirical findings that are pertinent even today. The cost-benefit ratio for the government was found to be many times that for the individual, and the average ratio for the economy many times that for the government, thereby justifying the sharing of training costs between government, the business community, and the trainee. While the economic cost of retraining the hard-core unemployed was fairly high, training the unemployed and retraining employees proved to be a sound policy for both individuals

and society, as the individual then would not require welfare payments. Refusal of retraining on the part of employees was often due to a lack of interest in the skill being taught, or a belief that training would not increase wages. This perception discouraged any change in job behaviour even when training was provided.

At the start of the 1970's, Odiorne predicted a high future demand for training, noting that Schultz's "provocative idea" of human capital theory (1960) "has had a sizeable impact on the thinking of others since it was stated" (Odiorne 1970, 6). Odiorne believed that "tax allowances to corporations for depreciation of the vast investments they make in human capital would have an immediate effect on accelerating the rate at which they make such investments" (p. 11).

Saint (1974) maintained that productive results occurred when the two separate aspects of training and learning were integrated into a teaching-learning process with action to solve organizational problems and accomplish work goals:

The central task of management today is creating an organizational climate that evokes human growth and training-learning processes that integrate learning with work.
(Saint 1974, x-xi)

Tracing the role of the Canadian federal government in training development in Canada, Peterson noted that in the 1960's, the focus of federal attention to supporting training had been on existing or proposed formal education centres. In the 1970's, the focus appeared to be shifting to the training and development activities carried out within companies (Peterson 1976, 21). Describing what he termed as "a programme becoming an administrative nightmare of the first order," Peterson blamed "the whole mess on federal-provincial relations in Canada in general . . . an echoing symptom of deepening problems which existed in all spheres of government activity" (p. 21).

McCormack and Albertus (1978) outlined specific principles to be followed in order for a training programme to be successful. The successful training department has, somewhere along the way, and usually from the start, gained top-management

support for its function (McCormack and Albertus 1978, 18). The authors stressed that programmes should be set up on a voluntary basis, specifically aimed to meet the needs of trainees. Scherer found it very important for the trainer in an organization to report to top management to ensure first-hand exposure to the problems confronting the organization, and for the training programmes to be active rather than reactive (Scherer 1978, 4). Pointing out that "training is not a typical personnel activity" (p. 3), the author also emphasized that the trainer's function was to help managers with their responsibility to develop human resources.

In the late 1970's, the terms "human resources development" and "training" were generally used as synonyms. Even where it was distinguished from human resources development, training was considered the most important aspect of human resources development (Donaldson and Scannell, 1978). The importance of training for job security was shown in the publication by the National Center for Productivity and Quality of Working Life (1977). Through case studies, the researchers showed that efforts to achieve high productivity through technology were generally accepted by unions, provided the companies pursued a job security policy with retraining, job assurances and advance notice of technological change.

By the beginning of the 1980's, on-the-job training had become an accepted practice in many organizations and was seen as a function of human resources development. The empirical studies by Napier et al. (1980; 1980a) emphasized the need for economic infrastructure development so that job training can follow job creation. The researchers found that, without the necessary economic infrastructure, the traditional human resource development model, with its pervasive value commitment to education as the primary mode of solving socio-economic problems, was a poor predictor of employment status. Therefore Napier et al. suggested the need for a combined human resources/structural perspective, in which the structural component is established prior to the introduction of human resources development programmes. This supports the concept of a human resources development model in alignment with organizational strategy.

Bidwell et al. (1981) predicted the innovation of "team job training" as a fact of organizational strategy. In the team approach, workers and their immediate supervisors identify their own needs and form part of the programme development, execution and evaluation process, similar to a "Quality Circle." The authors found team job training to be cost-effective, often assuring communication, real learning, and management by integration, and pointed out that a "constructive intent or attitude on management's part is the primary requisite" (p. 82) for the successful implementation of this new approach.

Bendick and Egan (1982) believed that much of the potential "payoff" to worker education was found not in formal education prior to entering the work force but in midcareer retraining to cope with technological changes, prevent skill deterioration, learn new skills for job promotion, and facilitate forced job changes. Dodge and Wilkinson (1982) reiterated the importance of worker training in Canada and the need for a comprehensive human resources strategy to ensure economic health and international competitiveness. A study prepared for the Economic Council of Canada (Betcherman 1982) reported survey results revealing that sixty percent of participating establishments had initiated short-term training during that year, with only twenty percent offering programmes of longer duration. Reasons cited by non-training organizations were a perceived lack of need and a lack of human resource planning.

Summary and analysis. Based on selected literature of the 1980's, certain conclusions can be made about training within the context of human resources development. Training does not function in isolation; it is subordinate to the functioning of the overall organization. It should be consistent with the goals of the organization - not what is available, but what is needed (Daly 1980; Seltzer et al. 1985). Training should respond to real needs, not felt needs (Boylan 1980; Daly 1980;

Lazer et al. 1980; Myers 1980). A participative process in planning and implementing training programmes, consulting the needs of all parties concerned, and involving both staff and management, helps to focus the training on the needs of the organization and its people. The importance of evaluation to the effectiveness of the training programme is stressed. If training does not contribute to the total organization, it will cease to function (Coffman 1980; Smith, M. 1980). Increasingly, training programmes are expected to recognize the need for employees' personal growth in addition to work-related technical training, as it is found that training directed towards the attitudes, interests, and abilities of an individual will produce greater creativity and a genuine desire to perform at the highest level. Greater importance is placed on the need for training to be future-oriented, integrating work with life, and linked to economic developments by satisfying job requirements.

While human capital theory itself has lost some of its initial impact, training is still considered an investment in human capital. Retraining programmes also are gaining momentum due to rapidly changing technologies and current economic swings. Raitt pointed out how "massive structural unemployment has led to the creation of a new phenomenon, the displaced worker, the permanently laid-off employee who has a positive work history but is out of work because of company downsizing" (Raitt 1982, 48). The author claimed that retraining, as a form of continuing education, has become necessary because it reduces the cost associated with recruitment and placement. Retraining provides a positive atmosphere by promoting career continuity and mobility, and by conveying a statement of organizational commitment to employees. It also promotes maximum use of human resources by bringing to the fore those who might otherwise be "dead ended" by changes, allowing an optimum use of management skills as a manager becomes an active partner in the retraining process.

As Hayne et al. (1983) noted, there is an interesting paradigm shift concomitant with the current economic stress:

The formal education system is becoming increasingly aware of, and responsive to, the demands of the broader society, particularly in relation to the "bottom line" of cost effectiveness; while the workplace, as the plethora of human resource organizations suggests, is increasingly concerned with the needs of the individual.
(Hayne et al. 1983, 5)

Corporate training is reported as "characteristically short-term, functional, and task-oriented" (Faturi 1982, 5), with accountability as an integral part of the training programme. Literature on work force planning and on-the-job training shows that while vocational education as a formal study began to lose its place of prominence, on-the-job training and short-term staff developmental courses emerged as part of continuing education. The literature also confirms that on-the-job training, while not new to organizations, now has greater scope and better support from management, which regards training as an investment rather than a necessary evil, thereby leading to the concept of a return on investment.

In conclusion, this review of literature on training in organizations shows clearly the importance of ongoing training to a well-run programme of human resources development in any organization. This includes libraries, where on-the-job training is fundamental to a human resources development programme.

Human Resources Development Over the Decades

Overview. As the literature review shows, the field of human resources development has increased rapidly since its inception. The field, which was once solely "training," then expanded to include "training and development," has now emerged as something much broader and more important to organizations and society. Human resources development now encompasses work force planning, education,

training, performance appraisal, motivation and incentives, staff/faculty development, career development, and career pathing. Perhaps because it has become such a far-reaching umbrella term, the concept of human resources development is sometimes not clear. Almost all writers maintain that an effective human resources development programme is one that is active rather than reactive, and matches employee needs with organizational needs. The literature review also shows that a much more comprehensive human resources development programme is carried on in private businesses than in educational institutions.

The primary overall purpose of human resources management is to improve organizational and individual performance in achieving institutional goals. According to Grover, "the goal of human resources management is to facilitate the accomplishment of organizational goals through people" (Grover 1986, 8). Luce noted that "inherent in most philosophies [of human resources development] is an understanding of the worth of employees as a resource" (Luce 1983, 26). Accordingly, successful human resources management requires "a reward system based on sound performance appraisal mechanisms and active reinforcement of employee performances that promote the service values and goals of the firm" (Grover 1986, 12). It calls for job enrichment to help increase worker motivation, and the development of competency criteria that can be used in selection, performance assessment, and career and work force planning. Nadler (1980) made a distinction between human resources development based on learning, and organizational development based on organizational behaviour, regarding the one as technical and the other as structural. The overlapping area between the two fields deals with interpersonal relationships, but each approaches this subject from a different perspective. Nadler said that the process of defining the field of human resources development must be ongoing, with a general consensus on exactly what constitutes human resources development still to come.

The concept of human resources development is the natural outcome of the recent emphasis on training and the realization that the total development of employees strengthens the organization. Human resources development provides organized learning experiences and activities in a specified period of time to improve performance. Human resources management thus refers to managing these activities, being concerned with the totality of organizational coordination and integration of strategic human resources (Roback 1989). Walker is quoted as defining human resources management as "a process of analysing an organization's HR {human resources} needs under changing conditions and developing the activities necessary to satisfy those needs" (Sparrow and Pettigrew 1988, 25).

On the historical background of human resources development, Nadler began thus:

It is difficult to write a history in the absence of a clearly defined field, and human resources development is still emerging . . . Looking backwards, a field of human resources development can not easily be found, but activities can be identified which did contribute to the development of human resources.

(Nadler 1970, 19)

A selected number of works are reviewed here chronologically to analyze the theoretical and empirical relationship between organizational climate and human resources development, particularly in the context of administrative roles and responsibilities. Within each decade, wherever applicable, specific works are examined thematically to determine the development of certain aspects of human resources development in organizations. The literature on human resources development in educational institutions, including libraries, and the materials on human resource development models, are reviewed separately.

Human resources development in the seventies. Minter observed that, up until 1940, human resource planning still concentrated on the hourly worker. In the 1960's, the beginning of the space age and a greater demand for scientists and engineers created a need for human resource planning at professional and managerial

levels as well (Minter 1980, 52). By the middle of the decade, human resources development, typically including the establishment of nutrition, sanitation, and medical care programmes, was perceived as having a wider domain than educational planning alone. Davis stated that "education as a prime agency of human resource development, which in its turn is a basic necessity for economic growth, has come under more searching scrutiny" (Davis 1966, 12).

Calling the 1970's the "era of human resource legislation," Minter said: "Human resource concepts gained popularity and emphasized the view that employers should think of employees as a corporate resource rather than just as employees who had to meet performance standards" (Minter 1980, 52). Nadler considered human resources development, which is designed to result in behavioural change, as encompassing three distinct areas: training focusing on the job, education focussing on the individual, and development focusing on the organization. Although there were doubts in many organizations whether the informal methods of on-the-job training would be adequate for the jobs of the future, Nadler concluded that:

Employee training is necessary to get jobs done. Employee education is necessary to move people ahead in the organization and to have employees ready to assume higher level positions. Employee development is necessary if the potential of those currently working is to be released. (Nadler 1970, 95)

Lippitt et al. (1971) dealt with some of the crucial issues of human resources development, particularly the changing attitudes of workers. Sorensen, one of the authors, described human resources development in a changing world. He believed that society was facing four revolutions: a revolution of technology that not only had delivered more affluence than ever before, but had also caused a demand for more and better trained people than ever before; a revolution in communication that "has the means to say so much, but at times seems to say so little;" a revolution in expectations in which everyone expected what he had and wanted more; and a

revolution against authority, which was being challenged as never before. These revolutions would require "peaceful solutions" in the human resources development field in order to cope effectively with the rapid changes in contemporary institutions. He urged managers to be receptive to demands that came from rank and file workers, educators to welcome participation by students and faculty alike in the decision-making process, and administrators to move with the times and change their systems accordingly (Lippitt et al. 1971, 1-9). Bennis, examining the limitations of bureaucracy, stressed the changing need for collegiality in organizational functioning (Lippitt et al. 1971, 10-32). Lippitt related Sorenson's resolutions, and the new patterns of society and organizations, to training and development, listing trends that provided a blueprint for successful human resources development programmes in an organization (Lippitt et al. 1971, 32-39).

Writing from a Canadian perspective, Westley and Westley (1971) also noted the changes in workers' attitudes. As technological changes led to a demand for more highly educated workers capable of assuming more responsibility, the new affluence and changing consumption norms led to a new social pattern and raised the aspirations and expectations of workers. The authors suggested that certain well-established trends and changes might ultimately produce intense labour unrest, unless union, management, and society offered realistic participation in decision-making, consistent with the newly emerging status and education of the worker. Singleton and Spurgeon (1975) also contended that "nations which are regarded as developed are simultaneously pursuing contradictory policies of, on the one hand, providing every person with the right to work and play as he pleases, yet on the other hand, steadily increasing output and expectations per person" (p. 1). They warned of problems at the national, regional or community level with the rate of technological advancement rising beyond the rate at which individuals could or would change their skills and customs, and with the occurrence of redundancy alongside a labour shortage within

any one community. One of the measurement techniques discussed was human resources accounting as a managerial tool in monitoring employee utilization in a business environment (Singleton and Spurgeon 1975, 307-321). Bennis (1972) called for an egalitarian approach to confront changes, emphasizing the maxim that change is most successful when those affected are involved in the planning. MacRae suggested another approach built on the contention that "you cannot enjoy continued growth as a professional unless you are, at the same time, enjoying growth as a person" (MacRae 1977, 10). The author described the adjustments to perception and self-concept that help to bring about the positive changes needed in order to grow and develop both as professionals and as people. This is the essence of the human resources development programme.

Storey (1978) described the change in human resources development from the generalized concept of training to specific career pathing: "A manager-directed approach in career-pathing typically highlights picking the right people for the work of the organization; whereas in a person-centered approach, the objective is to balance the needs of both the individual and the organization" (Storey 1978, 11). Schubert (1979) noted, however, that the main problem was the slow pace of implementation often inherent in human resource methods which was likely to be a problem whenever human resource rather than capital-intensive models were used.

The importance of human resources development in organizations is seen by the increased application of computer technology. Niehaus (1979) explained how the computer could be used to assist human resource planning, emphasizing computer assistance to match employee skills with effective and fair compliance to the regulations and objectives of the organization.

By the 1970's, training, education and development activities formed part of many private and public organizations. Carkhuff (1972) suggested that the effectiveness of these human resources development activities was primarily a

function of two factors: the skills with which helpers related to other people (interpersonal skills); and the skills which they had in their areas of speciality (programme skills). Nixon (1973) described the function and importance of evaluation as part of the developmental effort in any organization, pointing out that since human resources development is problem-oriented, evaluation must be in terms of problems solved. Both management and trainees should be involved in this evaluation process.

In his training and development handbook, Craig (1976) stated that the human resources development profession, no longer confined by the original narrow definition of "training," had evolved to encompass a multitude of disciplines and approaches, all focused on the central goal of developing human potential in every aspect of lifelong learning. "Employers are increasingly recognizing the pragmatic need for the continual development of the knowledge and skills of the work force as essential to organizational success and individual employee achievement." This results in greater expectations of the training and development function. Craig predicted that "human resources development in the work force faces a demanding and exciting future which will require the highest level of professional competence" (Craig 1976, xii).

However, the "stop and go" economy of the 1970's, with its cycles of prosperity and recession, affected the human resources development budget, and thereby its predicted future. Fram (1978) suggested that human resources development staff develop marketing approaches that would transcend economic highs and lows. This would require "the construction of a product which meets realistic line-management problems in an objective manner and has some type of evaluation component involved" (Fram 1978, 42). The author predicted that programmes and courses would become more customized in future years.

Human resources development in the eighties. Minter predicted that organizations in the 1980's would be required to comply with and implement human resource legislation which emerged in the 1960's and 1970's and that "the aging work force, retirement laws and younger workers will pressure organizations to move into sophisticated human resource planning, career planning, and training and development programmes" (Minter 1980, 52-53). Boylen (1980) also stated that "the economic reality of the eighties will be that each organization's future growth and success will be in direct proportion to the growth and development of its people" (Boylen 1980, 26). Business literature of the 1980's attested to this by suggesting strategic planning to develop human resources.

Noting that improvement of productivity in any organization required a structured productivity programme, Sullivan (1981) recommended a programme with ten elements, all of them a part of human resources development. These included employer involvement, incentives, training, measurement and leadership. This was supported by a series of articles on human resources published in 1984 in the journal Personnel Management. The articles emphasized the need for human resources development to be tailored to organizational strategy, with multiple strategies in an organization calling for multiple supportive and collaborative human resources development approaches, and with an active rather than a reactive approach to the social, political, and economic changes.

Gulteridge (1983) contended that more could be done to integrate career development and human resource planning activities into a comprehensive whole. He believed that one reason for the frequent dichotomy between the two was the failure to recognize that they are complementary parts of a broader human resources management system. Human resources planning aims to fulfill the employment needs of the organization; career development focuses on the development of individual employees and on matching their needs to career opportunities. According to Clark

(1983), this could also solve the problem of worker displacement, a priority human resource issue that must be resolved to improve economic productivity. Changes in work force and workplace, such as technological changes, a change from a goods-producing economy to a service economy, geographical shifts of business, mismatches of graduates to job openings, population changes, and increasing numbers of women in the labour force, are among the many factors that can result in increased rates of joblessness. National economic policies such as the minimum wage, full employment, and investment credit had, in Clark's view, only contributed to the imbalance between worker supply and demand. As bringing education into better alignment with the workplace is a priority for reducing worker displacement, Clark called for a human resources development programme that emphasized comprehensive career education, vocational training programmes, and especially improved cooperation between industry and schools to meet both employer and employee needs.

Odiorne (1984), supporting both human resources development and the human capital theory, considered employees as assets whose values were determined according to productivity and growth potential, rather than as short-term expenses to be minimized. Thus, human resources could be managed much as a portfolio of stocks was managed. Odiorne's strategic plan used human resources development approaches to show that investment in people with different abilities could "payoff."

In his book on supervisors' effectiveness, Phillips (1985) described how human resources development could be used by supervisors, explaining that human resources development for supervisors, particularly training, was more popular with the target population than human resources development for employees: "train supervisors and they will train the employees" (Phillips 1985, 76). Using examples to

support the strategy of gaining a competitive edge through the shrewd development of human resources, MacMillan and Schuler (1985) identified three main points in their plan: cost-efficiency, in which a superior work force is used to increase production efficiency, thereby lowering costs and raising the profit; differentiation, in which a superior skill base differentiates the company from its competitors in the eyes of the target suppliers, distributors, or customers; and innovation, in which human resource skills are used for new products or services.

In his policy discussion paper, Meier (1983) predicted that:

Employer-sponsored learning, often termed 'the shadow system of education,' its extent and equity of access, will be subjected to greater pressures as the public sector role diminishes. Reduced federal expenditures for training, the new federalism, and government overture for an expanded private sector role will strain employer-sponsored schemes already in place. And although their long range implications cannot yet be fully analyzed, the cuts in government aid to education will limit the development of the human capital required for industry and business needs in the not-too-distant future. (Meier 1983, vi)

In Meier's view, instruction designed to enhance work, rather than job-related skills alone, might encourage further learning (p. vii). Because of changes affecting workplaces and worker needs, such as declining productivity, changes in management styles to meet changing worker values, demographic changes, and the feminization of the labour market, "attention to both worker education and training, and to flexible time schedules will be heightened during the coming decade" (Meier 1983, 5). A review of the literature of the 1980's has proved these predictions to be true.

The increasing complexity of society in the latter half of the 1980's, with changing technology, high levels of competition, and the need for flexibility, has made people in an organization a vitally important resource (Walker 1986; Meshoulam and Baird 1987). Citing various resources, Guest (1987) identified the following reasons for such a development: the search for competitive advantages through improved

utilization of human resources; studies of models of excellence based on human resources management; the failure of personnel management to promote the potential benefits of effective management of people; the decline in trade union pressure; changes in the work force and the nature of work; and the availability of new models that combine the hitherto separate fields of organizational behaviour and management strategy, thus providing the basis of an intellectual advocacy of human resources management. Hendry et al. (1988) stated that the clear message of the research is that those firms that have made developments in their human resources management have done so under competitive pressure. The authors described the often interdependent strategic stimuli from the external environment that have driven and directed developments in human resources management. These forces include internationalization, decentralization, mergers and acquisitions, total quality improvement, competitive restructuring, technological change, and new concepts of service management. Hendry et al. also listed changes in top leadership, outflow of personnel, and performance-oriented cultural change leading to new performance standards as internal stimuli for the development of human resources management.

Roback's (1989) comprehensive review and analysis of the major research perspectives regarding human resources management and human resources development in the public sector traced the evolution of personnel management into human resources development and human resources management - an evolution that began in the 1950's when Drucker (1974) and McGregor (1960) advocated goal-directed leadership and management by human integration. In the 1960's, organizational behaviour research, exemplified by the work of Maslow, Argyris and Herzberg (1967), provided the cultural goal of improving the quality of worklife and increasing motivation and productivity. This in turn provided the impetus for the organizational development movement of the 1960's and 1970's when Bennis and Schein "refined the concept of organizational culture and values as a precondition for understanding and managing an organization with an HRM approach" (Roback 1989,

140). Roback examined various aspects of human resources development, such as needs assessment, developmental and educational activities, monitoring of worker productivity to meet basic organizational goals, and evaluation of worker performance in light of the direction established by organizational goals, and concluded that "much of the management development research of the last several decades assumed that management has a considerable impact on organizational effectiveness, efficiency and productivity" (Roback 1989, 142). He highlighted two main recommendations from recent human resources management literature. All forms of employee management should be integrated with and reinforce the prevailing organizational culture. As well, an emphasis on convergence between individual and agency needs can release high levels of energy, productivity, and commitment within the work force.

Roback was convinced that increased cooperation between human resources development and organizational development, through integrated planning and cooperative training programmes, could solve organizational problems. However, he was concerned about the "transfer crisis" in organizational training which prevented effective learned behaviour from being applied to the job context, as research studies showed that only ten percent of the expenditure of training actually transferred to an application to the job (Roback 1989, 147). He called for more rigorous quantitative and qualitative research tools and quality case study approaches:

There have been few attempts to systematically build empirical theories to guide research. The literature to date falls into one of two categories: it tends to be highly prescriptive and universalistic, or it derives from a survey approach and tends to be broadly descriptive. (Roback 1989, 150)

While Roback's call for more rigorous quantitative and qualitative research tools along with case studies is validated by the paucity of research reports from the public sector, acknowledgement should be made of the emergence of certain trends of thoughts about human resources development and management, based on empirical evidence from the private sector and specific models used for development in any type of organization. Current literature emphasizes the two issues elaborated below.

First, organizations are changing, and require human resources development and management practices uniquely tuned to their present and emerging needs. This position is supported by many empirical studies from the private sector. Skill mixes and staff configurations are being adjusted to fit changing business needs (Walker 1986). Based on a case study, Armstrong (1987) pointed out that personnel policies and procedures should be closely linked to and should contribute to corporate objectives and strategic plans: "In defining and getting what is required, an important aim is to ensure that there is a good fit between the individual and the organizational culture" (Armstrong 1987, 34). Finney (1988) found considerable support for the new power and prestige of human resources management in the corporate structure, as it changed from an administrative sideline to a strategy central to the direction of the business. Guest further proposed that "all employees should be as fully integrated as possible in the business . . . The aim is to obtain an identity of interest, so that what is good for the company is perceived by employees as also being good for them" (Guest 1987, 512). This "attitudinal commitment" is characterized by "strong acceptance of and belief in an organization's goals and values; willingness to exert effort on behalf of the organization; (and) a strong desire to maintain membership of the organization" (p. 513). These attitudes result in employee flexibility and high quality performance levels. Miller (1987) pointed out, through case studies, that "the excellent companies" are highly active in the management of employees and have created a powerful focus of corporate identification. Reporting on a 1985 survey of seventy-one chief executive officers of major corporations, Walker (1986) noted that, in order to have credibility, the Human Resources department is no longer expected by top management to champion strictly social causes, but to help to increase productivity and to establish a strong competitive edge. Initiatives are expected to be directed strictly toward changes in

support of business strategies and operational needs. Even activities in areas such as affirmative action, employee rights, etc. are expected to be pertinent to business needs (Walker 1986, 117). The corporations surveyed expected their human resource managers to understand the changing needs, issues and concerns of business, and to act as strong leaders in business issues - in short, "to have a business point of view" rather than focusing blindly on employee concerns.

Second, human development activities should complement and reinforce an organization's strategic objectives and planning. Strategy involves defining an overall objective and working towards it by utilizing the organization's resources in the best possible way. Becoming strategic in human resources management involves identifying the goals of the organization and using these goals as the basis for human resource programme practices and procedures (Baird and Meshoulam 1984, 77). Strategic human resources management attempts to understand and predict an organization's future human resource needs, and then develop and implement plans to meet those needs. Baird et al. maintained that "the challenge of managing human resources strategically is to match the employee and the product life-cycle" (Baird, Meshoulam and DeGive 1983, 15-16). The aspect of human resources management that is needed in an organization is determined by the strategy used to gain competitive advantage. This includes innovation strategies that involve encouraging employees to experiment and work creatively, cost reduction strategies which attempt to increase workers' productivity, or quality improvement strategies which require workers to be more committed and involved in quality of work produced (Schuler and Jackson 1987). Finney (1988) cited many managers who stated that human resources management had moved from an administrative, short-term, technically-oriented, operational focus, to one that is more strategically centered, long-range, and universally-oriented. The human resource function is thus becoming leaner and

stronger in many organizations. Many organizations are decentralizing the human resources department in order to bring human resources staff into closer contact with line business units. In other companies, activities connected to human resource functions are consolidated to improve cost efficiency and specialization (Walker 1986).

Nadler (1988) stressed the necessary alliance between productivity and human resources development:

HRD and productivity are allies. They are synergistic. They need each other and can help each other. The challenge that faces us is to identify those target areas where they can work together to improve productivity for the benefit of all.
(Nadler 1988, 29)

To increase productivity, Nadler recommended focusing heavily on training, providing education as needed to prepare for new jobs, and avoiding development. This contradicts the recommendations found in the literature of the 1960's and 1970's, and with the emphasis on organizational productivity, is indicative of the reality of economic restraint. Of the three components of human resources development mentioned by Nadler, training activities represent a very low risk to the organization, because they can have an immediate payoff. Education carries a medium risk, as the return may not be immediately forthcoming. Development activities for future unidentified jobs are high risk ventures, as it is impossible to predict a programme's return to the organization.

Human resources development today. Human resources development and human resources management have a broader mandate than the original concepts of staff development and personnel management. The older term, "staff development," concentrated on the training and education of individuals, but seldom concerned itself with the development of employees, and did not specifically address the question of "fit" between the development of the individual and that of the organization - a concept that is increasingly recognized as crucial for a successful human resources

development effort. Similarly, personnel management typically has been associated with the more traditional aspects of employee relations, while human resources management implies a deeper involvement with corporate culture and goals (Armstrong 1987), and with the wider organizational decisions and market conditions that determine a firm's strategy. While cautioning that "a normative view of personnel management may not differ so much from a normative view of human resource management," Guest added that "it is nevertheless possible to discern in the major literature certain assumptions, perhaps better described as stereotypes, which can be used to highlight the differences" (Guest 1987, 507).

One such difference was noted by Finney:

Where yesterday's 'personnel administrators' used to be mainly for keeping employees and management from each other's throats, today's 'human resource managers' bring together employees and employers as a partnership in profitable operation and global competitiveness. (Finney 1988, 43-44)

The new mandate of human resources development is to bring about the development of the entire organization. Similarly, the goal of human resources management is to integrate the objectives of management and the needs of labour (Armstrong 1987). Patten called the activities connected with human resources development and management "organization development interventions," referring to "the range of planned, programmatic activities in which people participate during the course of a formal organization development effort" (Patten 1988, 191).

In the traditional training and educational aspect also, human resources development has a broader mandate than staff development. The educational aspect of human resources development leads organizations to career development and training. Career development focuses on the development of individual employees and the match between individual career interests and specific institutional career opportunities. Barkhaus (1983), outlining the purposes, benefits and basic approaches of career development, reported that "many companies are discovering

that encouraging employees' career development has benefits not only for employees, but also for the corporation" (Barkhaus 1983, 29). Techniques for promoting development include the establishment of career resource centres, career workshops and individual career counselling. While career development stresses career planning and career management from the viewpoint of the employee, training is from the viewpoint of the organization. Hayne et al. differentiated between education and training in the same way: "Education is traditionally concerned with the development of the individual, whereas 'training' relates primarily to the development of the organization" (Hayne et al. 1983, 4).

Increasingly, the availability of lifelong educational opportunities has become an economic necessity as important to the employer as to the employee. In a background paper for the [Canadian] Task Force on Skill Development Leave, Feather (1983) stated that "as much as 40% of Canada's work force already needs training or upgrading or will need it in the next few years of this decade. By 1990, this group, plus perhaps another 20% of the work force, will need to be trained all over again" (Feather 1983, 30). He warned that "the basic neglect of education and training will short-change Canada's economic future" (p. 47). While maintaining the importance of career development, Moses (1986) was careful to point out that "a well-designed career development programme will not unnecessarily raise employees' expectations. It will simply provide employees with tools to assist them in managing their own career development" (Moses 1986, 21). Bolles (1982) suggested that "career development at its worst lends itself all too readily to an individual's concern only for himself or herself, contributes towards an attitude of 'I will get ahead, regardless of what happens to others'" (Bolles 1982, 27). Zenger cautioned that "there is a serious price paid when the approach is extremely theoretical" (Zenger 1980, 36). He described five specific benefits of a successful training programme: a

dimension of reward, symbolic expression of acknowledgement of the employee's worth, psychological transformation, self-fulfillment of expectations of success, and, of course, improved behaviour on the job.

Surveying job training practices in companies in Quebec with twenty or more employees, Pacquet (1983) found that the employees of small independent firms had limited access to training, while the executive, professional and managerial staff enjoyed easy access to the training system. Training was the employer's prerogative, and employees had relatively little influence over the process. The training model was predominantly for a short duration relative to the job or position. These findings supported the study prepared for the Economic Council of Canada by Betcherman (1982). In his survey, Pacquet also concluded that "establishment training tends to increase rather than reduce inequality in the work force . . . and discriminatory effects due to the characteristics of the establishments and their employees are cumulative" (Pacquet 1983, 75). However, according to Meier, quoted by Pacquet, "a partial solution may lie in the applicability of flexible work patterns: flextime, the compressed workweek, permanent part-time and job sharing" (Pacquet 1983, v). As well, competency-based career development can be offered to integrate training with overall organizational growth. Mirabile (1985) offered a complete definition of this emerging feature of human resource development:

Competency-based career development blends human resources development with such management functions as identification of critical competencies in any particular job, employee and supervisory assessment of requirements, evaluation of employees for promotional opportunities or lateral moves, identification of departmental/organizational training needs, and dissemination of information on career development. (Mirabile 1985, 30)

In conclusion, the literature review of human resources development in organizations shows that human resources development and human resources management are considered to be broader concepts than either staff development or personnel management. Human resources development stresses both individual career development, and the "fit" between the development of the individual and that

of the organization. Before considering the status of human resources development in academic libraries, it is relevant to consider first the status of human resources development in educational organizations.

Human resources development in educational organizations: A historical overview. Writers often use the older and narrower term "staff development" to describe the scenario in educational institutions, as shown by a recent publication: "Putting the 'staff' back into staff development" (1988) published by the Community College Leadership programme. It stated that of the three parts of human resources development, the training and education aspects of staff development have received more attention than "career development." Palmer detailed the nature of staff development in educational institutions by stating that "successful staff development, like any change effort, is a process that unfolds over time" (Palmer 1989, 16). He reiterated that "staff development is a critical issue that must be addressed, in all professions, in a society characterized by change. In the education profession, it is even more crucial as society is tending to rely more and more on schools as the agent of change" (Palmer 1989, 32).

By the 1970's, the need for human resources development in educational institutions had been recognized, as shown by Williams' description of human resources development at the university level as a means to improve the quality of life for those at the university, in the community, and in the region served (Williams 1972). Using the term "staff development" for human resources development, Kozoll (1974) demonstrated that the three steps of staff development - namely, orientation, initial training and ongoing training - could be achieved with economy and relevance in all types of organizations, including educational institutions. He also showed that personnel, already employed, could share in responsive internal systems for staff

growth and development. To Lesh et al. (1974), human resources development was more than education and training. For paraprofessionals, as an example, relevant issues would be specific developmental activities such as making credentials more relevant to job duties, giving greater credit for work and life experience, fostering mobility among related occupations, and making it possible for employees to receive education and training while still remaining fully employed. Sergiovanni et al. (1975), dealing with the professional growth of teachers, advocated staff development activities, and proposed a professional growth model involving three components: attitudes, pedagogical skills and substantive knowledge. As well, by the mid-1970's, computer systems had been set up to aid the establishment of human resources development programmes, even in educational institutions. Wesley et al. (1977) presented the result of a pilot study designed to test the feasibility and desirability of establishing a statewide human services inventory and information system for colleges and universities. The results showed that 81 percent of respondents supported the establishment of a centralized information system, and nearly 67 percent were willing to take on requests for their skills as noted by the system.

Ruch (1984) stated that, in a university setting, ways needed to be found to organize faculty development programmes to increase their responsiveness to both individual faculty and institutional needs. He described a college-wide faculty development programme organized around human resources development concepts. Pointing out that human resources development has been used in many businesses, industries and government agencies to provide continuous training opportunities for employees, Ruch said that "the essence of the human resources development approach is that it encourages the development of the individual within a context of his or her present or future institutional responsibilities" (Ruch 1984, 18). In this context, faculty development becomes a critical institutional investment. The model presented by Ruch involved central planning but a decentralized delivery system, and

made extensive use of groups instead of individuals. Such faculty development parallels programme development. Ruch reiterated that when faculty needs matched institutional goals, a series of faculty development activities should be planned, enabling faculty to have a major role in determining the degree of congruence between their developmental needs and the goals of the institution.

McMeen and Bowman (1984) stated that "faculty development is emerging as a bargaining issue with potential far-reaching implications for professional renewal and institutional governance" (p. 14). However, faculty development should not be viewed as a privilege dependent upon administrative benevolence. As in their case study, the authors noted that "what had seemed like an administrative prerogative and might not have succeeded without administrative initiative, now became a shared responsibility" (p. 15). Thus, wherever collective bargaining is regarded as a legal process, faculty development may well be a negotiated item.

Individual studies of specific features of staff development programmes have been prepared in community colleges as well. Heelan (1980) described a study of staff development in a community college, including orientation, evaluation, in-service activities, recognition systems, and the creation of a staff development committee. Halisky (1980) based his study of staff development in colleges on literature reviews and case studies, noting that there was an increased demand for educational accountability and a change in emphasis of staff development programmes from sabbatical leave and publication requirements to teaching improvement. The author contended that, in addition to adequate funding and administrative evaluation and follow-up, a successful staff development programme needed support from all members of the college community to minimize faculty members' feelings of being threatened. Doty and Cappelle's report (1982) on the technical upgrading of post-secondary technical-vocational faculty stated that "with the increasing rate of technological change and a decrease in the number of new instructors in community

colleges due to tenure and reduced job mobility, full commitment to implementing and continuing technical upgrading must be an institutional priority" (Doty and Cappelle 1982, 370).

Examining staff development from a community college perspective, Hammons (1983) contended that there was a need to look beyond staff development, as the current staff development programmes produced few positive results. Invariably, evaluation consisted of on-the-spot assessments of participants' reactions with no evaluation of learning or behavioural changes. Most staff development programmes focused on only one of the major determinants of performance - ability - and not on individual motivation or the workplace environment. By ignoring the internal climate of the workplace and the external environment in which the organization operated, these programmes targeted solely the individual and neglected the effects of technological structures and processes on the organization as a whole. Hammons stated:

The fundamental reason why staff development alone is not enough and why staff development will fail is that we expect too much from it. Staff development clearly is not sufficient in dealing with most of the common organizational problems . . . To solve these kinds of problems we need to develop or improve more than staff . . . we need to develop our organizations as well as the people who work in them.
(Hammons 1983, 6-7)

Hammons believed that if staff development could be related to institutional goals as well as staff needs, then instead of mere individual development, there would be "an opportunity to achieve a synergistic effect, making the whole larger than, and perhaps better than, the sum of its parts" (Hammons 1983, 7) - thereby changing staff development into a human resources development programme.

According to Bender and Lukenbill:

More than ever before, community and technical colleges are recognized as a primary force in the nation's human resource and development. Yet these same institutions have not responded to their own human resource development needs.
(Bender and Lukenbill 1984, 16)

They warned that a piecemeal approach to human resources development would not be sufficient for the future of community colleges which are expected to be dynamic, flexible, responsive, and committed to the middle work force spectrum. Bender and Lukenbill recommended that a specific number of days and a specific portion of the operating budget be set aside for human resources development, and that the human resources development programme be tied to and directly support the college's short-term and long-term goals. Hence, it is critical that human resources development be "integrated into the fabric of the institution . . . not an 'add-on' if time and money permit" (Bender and Lukenbill 1984, 18).

Summary and analysis. Ever since the 1960's, when the field of human resources development emerged as a natural progression from existing training programmes, human resources development has been viewed as one of the most important functions of an organization. The concept of human resources development is an "umbrella" term with multiple facets, and is active rather than reactive, focusing on the central goal of developing human potential and matching employee needs with organizational needs. Over the years, workers' attitudes have changed, calling for more collegiality in organizational functioning. As well, technological change has led to increased aspirations and expectations. In order to accommodate these changes, human resources development in many private and public sector organizations has moved from the generalized concept of training to more specific career pathing, and has evolved to encompass a multitude of disciplines and approaches.

The literature review reveals that, in general, private businesses conduct more comprehensive human resources development programmes than do educational institutions. Staff development is prevalent in educational institutions, but now changes are occurring to broaden this concept to human resources development. The increased demand for educational accountability has made activities such as training a

sound part of institutional investment. However, some of the trends in human resources development in educational institutions are markedly different from those in business firms. The public sector is relatively isolated from market forces. Unions hold more sway in the public sector, including quasi-public organizations such as educational institutions, than in the profit-making private sector. Educational institutions do not stress career development, partially because of the necessity of adhering to union rules for promotion and job placement. Meritorious work cannot be as readily singled out, and neither can indifferent service be terminated quickly. As well, budget restraints have caused educational institutions to be wary of the uncertain outcomes of career development and to opt for the surer results of training and education. Post-secondary educational institutions must struggle to offset increased costs as they compete with professional associations eager to control their own continuing education.

Ultimately, all organizations deal with human needs. A major point of similarity between educational institutions and other organizations is that the importance of human resources development is well recognized. Educational organizations also find that employee programmes must match organizational needs. As can be expected, the training aspect of human resources development is emphasized in educational organizations. In-service activities, planned and organized by staff development committees, are regular features in educational institutions. For many faculty unions, faculty development is emerging as a major issue at the bargaining table.

Before reviewing the applicability and status of human resources development in libraries, it is relevant to consider human resources development and management in the context of organizational development. Any development is initiated by change, and in turn causes change. This leads to many questions, such as, what organizational changes create a need for human resources development? How can the right "fit" between organizational development and human resources development be ensured? How do the culture and climate of an organization affect this

fit? What is the role of management in implementing an effective human resources development programme in an organization? These issues are considered in the next section, in order to understand the context in which human resources development can be utilized best.

Human Resources Development and Management in the Context of Organizational Development

Overview. To be truly effective, an organization should aim for both a high quality of worklife, and high productivity. Current organizational literature shows that many researchers have explored the optimum context in which productive changes can occur in an organization. In human resources management literature, human resources development practitioners are often called “change agents,” as they are expected to advise management about appropriate changes, and where applicable, initiate changes. Sayles and Wright (1985) believed that change-oriented organizations had a distinctive, deliberate, fast-paced tempo, in contrast to the slower pace of stability-oriented organizations. Sparrow and Pettigrew (1988) argued that any type of transformation dealing with human resources must take into account the broader context within which these human resources operate. This includes both the outer context of changes, with a number of extra-organizational features such as the social and economic climate, technological development, and business and political formulations; and the inner context, which includes the structure of the firm, its culture, politics, strategy, and performance (Sparrow and Pettigrew 1988; Hendry, Pettigrew and Sparrow 1988). Based on case studies of selected firms, Sparrow and Pettigrew outlined the following four activities that must be considered when organizations attempt to match their strategy with a human resources management programme:

- Management of organizational environment to create and maintain a congruent set of goals, beliefs, and attitudes.
- The development of people to both increase their corporate value and broaden their individual worth.
- Improvements in productivity and competitiveness by either integrating or differentiating roles, tasks or skills, and adjusting the employment conditions of job incumbents in relation to their strategic importance.
- Improvements in the quality of managerial process and customer relationships. (Sparrow and Pettigrew 1988, 33-34)

All corporations have their own distinctive cultures, ranging from older, mature firms dealing with new competitive threats and new technologies to highly independent entrepreneurial firms, born in the early years of unconstrained growth, that are now facing tighter, more sophisticated markets. Beckhard (1989) listed ten prerequisites for the management of change in organizations. The most important prerequisite was the visible commitment of top-level management. Any change achieved without top-level commitment was expected to be, at best, ephemeral (Beckhard 1989, 256).

A context for organizational change and development is presented through a general review of pertinent organizational literature and is followed by a discussion of educational organizations as a field of study. The literature on libraries in academic institutions is reviewed separately.

Organizational change. The shrinking economy and the impact of new technologies have made change a constant in modern society. As the rate of technological and social change accelerates, demands for services, and costs of these services both rise. At the same time, by linking the corners of the world, technology has brought about instantaneous access to information (Welch 1989). Many organizations now face heavy demands for services based on information. The focus of the economy is shifting from industry to service, technology, and information (Meshoulam and Baird 1987). Many researchers have pointed out that the environmental changes in demographics, values and technology have had tremendous

impact on the individuals in an organization, as well as on the composition and characteristics of the work force as a whole (Baird and Meshoulam 1984; Guest 1987; Larson 1987; Finney 1988; Conference Board 1989). Workers' values have changed, with increased attention to individual recognition and self-fulfillment, as well as a desire for more leisure time (Baird and Meshoulam 1984).

Any societal changes, such as the shrinking dollar, rising environmental consciousness, or changes in the composition and attitude of the work force, are a legitimate concern of human resources planners. Human resources development and management imply a continuous awareness of the need for changes in organizations which can lead to increased productivity: "At the heart of human resources planning processes is the anticipation and management of change" (Walker 1980, 65). Anderson (1987) also noted that the idea of conscious change had always been an inherent part of organizational development. Conscious organizational change involves not only making changes in a deliberate manner, but also altering people's conscious perceptions of organizational functioning (Anderson 1987, 136). Those organizations, or groups within an organization, that know how to manage their resources effectively are those that know how to take charge of their future needs by adapting to change (Fox, Ellison and Keith 1988, 300). Adapting to change is a fundamental requirement for organizational development.

Organizational development. Summarizing organizational development as "an evolving mixture of science and art," Patten (1988) outlined its characteristics. Primarily, organizational development applies to an entire system. Based on the theory and practice of the behavioural sciences, it relies on action research where planning is more important than the plan and involves the reinforcement of implemented changes. Intended to improve organizational efficiency, organizational development can be designed to meet a particular organization's perceived needs.

“The goal in organizational development is frequently to change a way of life or organizational culture, to supplant the old way of coping with a new way that is better in terms of the goals of human resource management and top management” (Patten 1988, 190). Partly influenced by Japanese management ideologies and values, the new organizational development is concerned with “making organizations ‘excellent’ across-the-board, and with articulating the components of corporate cultures that spell out how not only managers but all employees should conduct themselves at work” (Patten 1988, 189). In recent years, literature on organizational development has emphasized change of organizational culture as having the highest potential impact of all possible organizational changes (Guest 1987). Many argue that organizational culture is the key to organizational excellence (Schein 1984, 3; Sparrow and Pettigrew 1988, 34).

Organizational culture. Organizational culture refers to the overt and covert rules and values that determine what is good for the organization, as well as the goals, principles or dominant ideology of an organization, as derived from history, custom and practice (Baird, Meshoulam and DeGivé 1983; Schein 1984; Armstrong 1987; University Associates 1989). It describes the enduring set of values and norms that underline the social system, the “meaning system” that allows members to attribute meaning and value to external and internal events that they experience (University Associates 1989). Cultural elements are defined as learned solutions to problems (Schein 1984, 8). The major features of a corporate culture are shared values about organizational priorities, shared beliefs about how the organization functions, and the structures and controls that produce behavioural norms determining office practices and procedures (Schein 1986; Armstrong 1987; Patten 1988). Sayles and Wright (1985) pointed out that “behavioural scientists have known for decades that what employees actually do, in contrast to what they are told, depends on their

norms, values, and unstated beliefs as well as the infrastructure of procedures, incentives and the division of labour." Just as each organization has its own distinctive culture, each subunit in that organization can develop its own subculture (Baird, Meshoulam and DeGivé 1983, 18). Sayles and Wright (1985) pointed out that traditional, more rural cultures have tended to favour enormous conformity, while the modern industrial culture allows for, and actually encourages, greater diversity within a common framework. Similarly, conformity favours hierarchy, with minimum risk-taking. Organizational cultures, oriented toward innovation and risk, usually encourage middle-level initiatives.

Organizational climate. Organizational culture is different from organizational climate, which is defined as the collective current impressions, expectations, and feelings about the systems and relationship within the organization (University Associates 1989). The climate is thus a collective psychological state, or "a working atmosphere," which is strongly influenced by the evolving group norms and values that constitute the culture. Organizational culture can be managed only through changes involving leadership, mission and strategy. Compared to changing the organizational culture, changing the climate of an organization is easier, as these issues usually involve day-to-day interactions and problems, such as a lack of direction, unclear rules and responsibilities, failing standards, perceived unfairness in the reward system, etc. Left unattended, these short-term issues lead to long-term problems that are best resolved by systematic changes that alter the relationship and structure of the organization (University Associates 1989). Many believe that such a change is best undertaken through strategic management (Larson 1987; Sparrow and Pettigrew 1988; Beckhard 1989).

Strategic management of change. Sayles and Wright (1985) stated emphatically that culture must change if an organization is to change. Beckhard (1989) believed that this type of transformation needs to be orchestrated by the organization's executive managers with access to a model that enables them to diagnose and manage the process of change. This may include: a change in the driving force behind the organization, for example, a change from being production-driven to technology-driven or market-driven; a change in the relationship between organizational parts, such as changing from centralized to decentralized management; a change in office procedures from, for example, low technology to high technology; or a change in norms, values, or reward systems, such as a change from standardized to individualized incentive rewards. Any of these changes may require human resources development and management for an effective transition. As the needs of the organization change, the people in it must change appropriately. Though many executives advocate a strategic approach to human resources management, Baird, Meshoulam and DeGive (1983) pointed out that this is not easily done. Unlike the other resources in the firm, people have skills, expectations and values to be taken into account. The quality of human resources is determined by employees' attitudes, ability and motivation. Strategies that make sense from a financial, product, or marketing point of view may not be feasible in managing human resources. Resistance to change, a common phenomenon, may sometimes be caused by expectations of low efficacy and a fear of failure (Gist 1987, 482; Sayles and Wright 1985, 7). Ideally, a portfolio mix of human resources should complement the portfolio mix of products (Baird, Meshoulam and DeGive 1983).

The research team of Hendry, Pettigrew and Sparrow (1988) reported that both public and private sector employers characteristically attempted organizational change toward a performance-oriented model, with its stringent systems of planning, targeting and review. As improvements in the quality of products and customer

relationships are often a key objective, cultural change is associated with top-down management education programmes on new performance standards. Many technologically-oriented firms also attempt to balance and complement essentially technical cultures with a wide application of human resources management and more strategic management skills at their top levels. For Sparrow and Pettigrew, "the issue is how to change some aspects of culture (the ones that are creating a conflict and limiting the ability to make strategic change) while maintaining those aspects that are seen as a key part of the identity and philosophy of the firm" (Sparrow and Pettigrew 1988, 35).

Historically, organizational success is determined by how well the structure, technology and human resources complement and support each other (Baird and Meshoulam 1988). Many studies empirically support the hypothesis that organizational performance improves with a tighter fit between structures, tasks, people and the administrative process. A Conference Board of Canada report stated that:

Corporate Canada is beginning to devote more and more attention to other methods of increasing productivity. These approaches, such as advanced system, and employee involvement and motivation, can be grouped under what has been called productivity through people, which focuses on making the structure of an organization and the motivation of its employees congruent with its strategic plan.
(Larson 1987, 25)

Armstrong (1987) also stressed the need for a connection between the individual and the organizational culture. Patten pointed out that until recently, a great deal of effort in organizational development was directed to working with individuals in the hope that institutional change would follow from changes in the behaviour of organizational members, but "now the power of corporate culture in shaping employee beliefs, and guiding employee behaviour in the job, is well recognized" (Patten 1988, 195).

The Conference Board (1989) in another report predicted that the 1990's will be a period for using and further developing the new insights gained during the 1980's. A review of recent literature on organizational culture and behaviour points to four trends that can be seen as direct outgrowths of the existing societal climate.

First, the important components of work and production are service and information, while, in the past, technology and capital were the most important aspects (Baird and Meshoulam 1986). Sparrow and Pettigrew (1988) have shown that even in fast-growing industries such as data processing, a high quality of service has become the key to survival. There is a growing realization that it is the quality of service offered, and not the product, that will lead to competitive success. With technological, economic and social changes causing organizations to depend more heavily on human resources to accomplish their objectives (Baird and Meshoulam 1988), companies must make radical changes in both their strategy and human resources management (Sparrow and Pettigrew 1988). Those companies and work groups that manage their human resources poorly will be left unable to adapt to vitally needed changes (Fox, Ellison and Keith 1988). Chalofoky and Reinhart (1988) isolated human incompetence and inefficiency as perhaps the most critical problems to solve if we are to overcome productivity problems. Welch noted that within a decade, "competitive toughness has increased by a factor of five or ten" (Welch 1989, 114). Intensified competition and increased demands for services require flexibility and adaptability and more effective use of people on the part of organizations (Conference Board, 1989). "In the effort to be competitive, many corporations are striving to move away from institutional routines toward greater flexibility and complexity" (Walker 1986, 56).

Second, the organization that is able to adapt to changing conditions from lower to top echelons will be victorious in the business world (Royal Bank of Canada 1988). Changing times call for organizations to develop heterogeneous policies and adopt programmes of training and resources development. Baird and Meshoulam stated that "technological changes - the increasing use of computers at work and at home, office automation, the use of robots and an increased focus on information - will also have a profound effect on the work place" (Baird and Meshoulam 1984, 77).

Third, as jobs become increasingly multifaceted, continuous training and development become more important in order to remain competitive. The scale and scope of jobs have increased markedly along with the qualifications expected for them.

Fourth, the move towards more highly skilled workers, with its concomitant insistence on job autonomy and meeting individual concerns, has a dampening effect on unions and collective bargaining (Conference Board 1989). In both the United States and Great Britain, the changing economic and political climate has led to a reduction in trade union pressure on management and a "switch in emphasis away from collective and adversarial issues associated with traditional industrial relations towards individual, cooperative issues of the sort associated with human resource management" (Guest 1987, 504). Hendry, Pettigrew and Sparrow (1988) noted the trend towards changing work patterns through increased time flexibility and reduced lifetime commitment to employment, and the increase in formal training activities. New practices are emerging that tend to support these trends and the dampening of union influence. Outsourcing, for example, allows specific areas, such as maintenance and food service, to be contracted out. Subcontracting non-permanent "personnel resourcing" allows experts or workers to be used systematically on the basis of part-time or limited period employment, suggesting:

... a decade where a person's competitiveness can be moved from project or company to another project or company, where loyalty would be to one's own skills rather than to an individual firm. Expertise is developed this way as also work force flexibility. But the downside is that consultants don't usually have a feel for one's culture.
(Conference Board 1989, 2)

While these four trends are seen as the direct outgrowth of the existing societal climate, particular changes arising from these trends and desired for an organization invariably need to be initiated and supported by the management. The views of several authors on this issue are elaborated in the next section.

Managerial support in fostering change. The review of organizational literature, from the "heyday" of the human capital theory, through the period of work force planning and training, to the time of human resources development and human resources management as part of organizational development, has shown that support from senior administration is critical for the establishment of a well-run programme of human resources development. An effective manager's objectives involve contributing to the productivity of the organization, and maintaining morale among subordinates. Research studies are unanimous in their insistence on a firm commitment from senior administrators for organizational development, including human resources development and human resources management (McCormack and Albertus 1978; Scherer 1978; Bidwell 1981; Grover 1986). The authors emphasize that the manager is the linchpin in all efforts of human resources development and that managerial support is the most important factor in fostering change in an organization. A perusal of management literature shows that the techniques of applied behavioural analysis are used effectively in many business situations.

By the mid-1970's, human resources development had become part of management study. Schein (1977), in the Sloan Management Review, discussed the increasing importance of human resource planning and development for organizational effectiveness, examining the procedures and components of a maximally effective planning and development system. In their collection of articles dealing with human resources management in the 1980's, Devanna et al. (1983) noted that human resources development is now part of strategic policy planning in most major corporations. The authors discussed human resources management auditing and the challenges that these organizations face in terms of managing the growing technical/professional work force.

The following six points are some of the specific issues raised in recent literature with regard to the role of managerial support in fostering change in an organization. The observations are supported by case studies of present-day companies.

First, the most important determinant of the culture of an organization is the behaviour of the chief executive of the organization. Through his or her interactions and preferences, the chief executive is responsible for shaping the motivation, commitments, and predisposition of all the members from senior managers to operators. Many researchers suggest that, as top management is the architect of the climate and, eventually, the culture of the organization, corporate culture should be seen as an instrument of leadership, not as an impediment to leadership (Sayles and Wright 1985; Luce 1985). This further emphasizes the need for the manager to be fully cognizant of how organizational culture can be modified gradually. Human resources management can be difficult to introduce and difficult to practise, especially when it requires line management commitment (Guest 1987, 519).

Second, leadership is the ability to manage culture. No longer a passive arbiter or judge, the chief executive can expect to spend much time and energy introducing changes in culture. This is a major investment on a manager's part and commitment and support from the chief executive officer are fundamental to the process (Sayles and Wright 1985; Luce 1985; Larson 1987; Fox, Ellison and Keith 1988).

Third, top management and the Human Resources department should have a mutual, clear sense of the strategic direction of the department's function (Walker 1986). Research shows that often top management excludes human resources development managers from strategic planning because Human Resources departments are seen as an administrative or service sideline, concentrating on record-keeping and day-to-day problem solving. In many instances, personnel managers

have failed to promote the potential benefits of effective human resource management. A new approach is needed which validates management of human resources as a mainstream management activity, and not merely the concern of "marginally located personnel managers" (Guest 1987, 504).

Fourth, while introducing change for productivity improvement, the top management must ensure that individuals and jobs are well matched by working with all of the elements that shape the perceptions and beliefs of the staff members (Sayles and Wright 1985; Baird and Meshulam 1986; Larson 1987). Participative management techniques that encourage teamwork and participation by all levels and types of employees will lead to quality improvement (Luce 1985; Nadler 1988). Programmes and procedures should be reviewed periodically to assess their cost, effectiveness and competitiveness, as activities tend to be continued without necessary changes unless challenged by management (Walker 1986).

Fifth, top management should clearly define and communicate its expectations. Managers will find that staff performance is high when expectations are in line with the capability to meet them. This is influenced by the interaction between the leader's expectations and the subordinate's self-efficacy (Walker 1986; Guest 1987; Gist 1987; Chalofoky and Reinhart 1988; Field and Van Seters 1988). The positive effects of goal setting and providing feedback on performance can be seen in organizational settings (Gist 1987; Armstrong 1987).

Sixth, successful leaders share certain qualities, especially clear vision, a commitment to certain deeply held values, and the ability to improve the confidence and motivation of colleagues and subordinates. Productivity strategies without the support of the chief executives degenerate into a series of experiments or pilot projects (Larson 1987; Fox, Ellison and Keith 1988).

Management literature shows that employee confidence in management has eroded steadily over the past five years. In his newspaper column, Tom Peters cited

surveys showing that leaders are expected to be honest, competent, forward-looking and inspiring. He cautioned that it will take daily vigilant attention to rebuild lost leadership credibility: "leadership, after all, is in the eyes of the followers." A leader's role among the followers was defined further in a report from the Conference Board:

As job autonomy proliferates, managers and executives must develop and manage more collegial relationships as opposed to traditional hierarchical relationships. . . . Because of the lower frequency of direct contact with the subordinates, supervisors need to be especially good communicators and problem solvers in dealing with people issues. (Conference Board 1989, 11)

Therefore, in addition to the Chief Executive of an organization being sensitive to development issues, "the middle managers who must implement the Chief Executive Officer's strategic programmes need to understand that the work place has changed, requiring different ways of managing" (Conference Board 1989, 26). To improve productivity, today's managers need a flexible management style that fits both individual needs and the organizational culture. Human resources management anticipates and prepares for the future needs of the employees and the organization. The philosophy behind the human resources development function is:

. . . based on a belief that people can and must cope with change, that employees are central to the corporate strategic vision, and that management and labor, as part of participative structure, will meet the challenge of the future . . . The most common management techniques used to implement this philosophy include team building, cost savings, goal setting, performance improvement, decision making, strategic planning, employee participation, and management by objectives. (Stephen et al. 1988, 27)

The literature on organizational development, human resources development and human resources management appears to be unanimous in calling for top-level support for the successful implementation of a programme of human resources development. Any aspect of human resources development involves change, and no change can take place without a change in people's attitudes. "Change comes only when people can see that some benefit will result from a modification in the way they act" (Guerrier 1979, 9). Managers are in a position to influence strongly how

individuals perceive their changing jobs. In addition to the work environment and the nature of the job itself, management symbols - the use of language, the patterns of daily activities, the settings for interaction, etc. - have a corresponding effect and influence on employees. Given the proper managerial climate, an organization with a genuine belief in its people can implement changes effectively and productively. A manager may be helped in implementing desired changes efficiently by following an appropriate human resources development model, as illustrated in the following section.

Human resources development and management models. Several researchers have formulated human resources development models that can be effectively implemented. A study of these models reaffirms the need for a balance between human needs and organizational needs. Development models help to ensure that "the organizational effort is designed to be vital and useful, and to meet perceived organizational needs . . . (to) reflect excellence in standards, and if possible be designed to display some early, visible success" (Patten 1988).

Muller asserted that "what seems to be needed is a concise, coherent presentation of what is meant by human resource development and what it consists of" (Muller 1976, 238). In his model, Muller attempted to answer the questions of why an organization should invest in the development of human resources, and how it can be accomplished. The model delineated a step-by-step approach that breaks down the costly and time-consuming human resources development process into six primary elements. Muller believed that recommendations based on a model would be more readily accepted by line management, as the model would bring "a wholeness, an identity, a cohesiveness" to the original diverse activities of human resources development. A study of human resources development literature offers several models, which are briefly reviewed below.

Harris (1984) suggested a partnership between and among education, industry, labour, government, and community-based organizations as a management model for economic development. As well, he called for economic forecasting data on a regular basis, coordinated educational programmes to suit human resource needs, and administratively effective structures that make allowances for economic and human resources development programmes. For the concept of human resources management to have any social scientific value, Guest (1987) argued that it must be defined so that testable hypotheses about its impact can be developed. With the strong theoretical and empirical base of development theory in mind, Guest set out the following goals of human resource management: integration with management concerns, operational concerns and employee concerns; employee commitment, calling for organizational and job commitment as well as attitudinal commitment; flexibility and adaptability to a process of effective change; and a goal of quality to ensure the recruitment and retention of high quality staff.

Walker (1986) recommended that a course of action for human resources development should be charted by examining several factors. The strategic direction of human resources development should fit the strategic direction of the organization, as should any ongoing development services. Initiatives for change must be appropriate, in keeping with organizational strategies and needs. Also necessary are staffing configurations that fit changing operational needs and staff efficiency in terms of staff time and associated costs. Depending on organizational needs, the strategic direction of the organization can vary widely; whichever strategy is selected, however, must be understood and accepted by staff and management. Walker recommended the practice of updating human resources strategy annually by linking it to the organization's strategy and ensuring that it reflected top management priorities.

Many studies of human resources development in business organizations are applicable to other organizations as well, including libraries. Adopting a strategic

perspective to human resources management is not merely a theoretical exercise, as “the driving forces for human resource programmes are the present and future business needs of the corporation” (Baird and Meshoulam 1984, 77). According to Meshoulam and Baird:

The human resources movement seems to be running faster and faster and losing ground. The great strides of the early 80's do not appear to be enough . . . It is time to step back and develop a new perspective on human resource management, a new perspective explaining how organizations are changing and how HRM can proactively anticipate and respond to their needs.
(Meshoulam and Baird 1987, 484)

The authors were careful to point out that the reason “HR lost the chance it had to become a full partner” with top management was because “they devoted themselves to creating ever more sophisticated programs and forgot the whole purpose of the business” so that “the gulf between management and HR widened” (Baird and Meshoulam 1986, 45-46). The successes of the human resources development programme, the development of good performance appraisal methods, excellent training programmes, successful compensation systems, were all successes of individuals. Baird and Meshoulam (1986) were optimistic that economic conditions were ripe once again for the human resources function to move into the ranks of upper management. As the economy shifts from an industrial base to a service and information base, it is human skills and ability that determine what organizations can accomplish (Baird and Meshoulam 1986, 47).

Human resources development as an integral part of an organization can help managers increase productivity through better management of people. It should respond to both external pressures and organizational needs, and develop a business orientation:

. . . by getting out of the staff specialist corner that HR has painted itself [into] . . . [and] will have to learn to speak the same language as the rest of the business - a languages of costs, benefits, return on investment, competitive advantage, market share, and so forth. (Baird and Meshoulam 1986, 48)

In these budget-restricted times, becoming cost-conscious has become essential in any organization, particularly in non-profit organizations such as libraries. A strategic perspective to human resources management concerns itself with:

- Developing and implementing personnel practices and procedures to select, reward, and develop the human resources that best contribute to the business objective.
- Using business strategies to identify what human resources are needed and how they should be allocated.
- Identifying and using the organization's unique resources and/or opportunities to help employees who need to reach the strategic objective to compete effectively.
- Developing mechanisms for assessing employees' unique competencies at various career stages, and designing job opportunities that will allow them to make the greatest possible contributions toward the achievement of corporate goals.
- Matching employees' competencies to the organization's needs as determined by the market and the nature of the product.
- Understanding the portfolio mix of people that is currently available and the mix that is needed to accomplish strategic objectives. Developing mechanisms for transferring, promoting, and developing employees to fit the needs of business. Organizing work assignments so that employees complement one another as they move through their career stages.

(Baird, Meshoulam and DeGive 1983, 17)

The authors recommended that all these human resources development activities be undertaken within the context of the environment (the competitive quality of available resources and the administration), the organization's culture (open and supportive versus constricted and autocratic), the corporate mission statement, and the overall corporate strategy. All segments of the organization should scan their environment, assess their particular culture, and develop an integrated strategy that best uses the human resources within the total organization to respond to market opportunities. Baird, Meshoulam and DeGive's model (1983), based on research

performed in thirty organizations of various sizes and types, and built on the concepts of both internal and external fit, offers an opportunity for human resources management to anticipate, prepare for and respond to the future needs of organizations as the economy changes from an industrial base to a services, technology and information base.

In conclusion, a human resources development model helps to identify and focus on the components of a well-run human resources management programme in an organization, whether in the private or the public sector. As part of the public sector, educational institutions, such as libraries, also are included. One of the major debates in educational organizations has been the issue of what constitutes an organization. The controversy surrounding this issue, based on educational administration as a field of study, is worth investigating for its related theoretical background of educational organization, as well as for research methodology. The different viewpoints about the nature of educational organizations are presented in the following section as part of the review of organizational literature. The implications of these viewpoints about the nature of educational organizations as a field of study, as well as on the proposed research on human resources development in academic libraries, are presented in Chapter Three. An academic library exists within the environment of a post-secondary institution. The administrative concerns of a library, such as its human resources development, are part of the administrative considerations of the larger educational institution. Hence the nature of educational organizations is examined first.

Nature of educational organizations. Riffel (1978) presented a historical overview of the background of educational organizations, starting from the so-called "theory movement" of the 1950's and the early 1960's:

The movement represented a negation of excessive formalism and an emphasis on managerial techniques in thinking about educational administration . . . Earlier views of administration were challenged because they were merely proverbs that had never been subjected to scientific scrutiny, and because they reflected a dehumanized perspective on life in organizations. (Riffel 1978, 141)

Other aspects of the theory movement were summarized by Griffiths:

The theories held many assumptions in common. They assumed that organizations have goals that the members strive to attain, that there are roles, sets of expectations for the members that are agreed upon (the nomothetic dimension), that behavior is more or less governed by a set of rules (bureaucratic structure), that decision-making is a systematic process, that only legitimate power is employed, and that merit is superior to politics. Administration, organization, and organizational behavior were viewed as essentially orderly and rational. Organizations functioned regardless of the individuals within them. (Griffiths 1977, 2)

This structure, based on the social sciences, would eventually lead to controversy because of the failure to develop theories based on actual practices in educational organizations. The assumptions about the nature of organizations, as defined by theories of social sciences, were not further analyzed, and were uncritically accepted for the study of educational administration. In the early 1970's, researchers such as Filmer et al. (1972) and Perrow (1972) spoke out against the prevalent organizational theory. Georgiou (1973) stated that "organizational theory" was less a reflection of reality than an expression of aspirations. He argued that commitment to a goal-based paradigm had retarded analysis by disassociating organizational theory from incompatible empirical findings. Though organizations are universally understood as goal-attaining instruments, "the inadequacy of this classical version of the goal paradigm in understanding organizations has been made clear in empirical analyses" (Georgiou 1973, 292). In Barnard's incentive system analysis, organizations are not viewed as analytically distinctive social units given meaning by their goals, but as "outcomes of the complex exchanges between individuals pursuing a diversity of goals." This focus on the individual rather than the organization explained Barnard's statement that "the individual is the basic strategic factor in organization" (Georgiou 1973, 308).

In a presentation to the Third International Intervisitation Programme on Educational Administration in 1974, Greenfield depicted organizations not as structures subject to universal laws but as cultural artifacts dependent upon the specific meaning and intention of people within them. He believed that, while all the prevalent views of organization imply "a single, goal-oriented entity that is the organization" (Greenfield 1973, 553), in reality, "individuals not only create the organization, they *are* the organization" (Greenfield 1973, 556). Accordingly, his concept of organization was not a single abstraction, but a multifaceted notion reflecting what the individual sees as his or her social world, and the meanings and purposes the individual brings to or takes from that reality. Thus, organizations are limited and defined by human action. To Greenfield, the reality of an organization is simply the manifestation of human mind and will (Greenfield 1980, 26). As a social invention, the organization is "the perceived social reality within which individuals make decisions" (Greenfield 1973, 557). Greenfield was convinced that "our concepts of organizations must therefore rest upon the views of people in particular times and places, and any effort to understand them in terms of a single set of ideas, values and laws must be doomed to failure" (Greenfield 1974, 2).

This phenomenological view of organizations is supported by Weber, who classified organizations according to the "validity" and "legitimate order" that people accorded them. Similarly, Simon stated that authority rested in relationships built upon people's feelings about how they should behave toward one another. According to researchers such as Weber, Simon and Greenfield, systems theory and bureaucratic theory reinforced the assumption that organizations existed apart from people, making it possible to modify organizations or to design new ones without changing people (Greenfield 1986). In Greenfield's view, organization theory should deal with human activity in creating, rather than in responding to, organizations.

The phenomenologist sees organizational structure as essentially a reflection of human belief. Hence, problems in organization cannot be solved by changing the structure of the organization. As the problem lies in the conflicting beliefs held by individuals, the solution also lies in the ability to act upon these beliefs (Greenfield 1974, 11). Following this line of thinking, Greenfield believed that organizational structure had no uniform effect upon people, but depended upon the person perceiving it and on his or her definition of social reality. The kind of organization in which a person works is determined not by its own structure, but by the attitudes and experiences brought to the organization from the wider society in which he or she lives (Greenfield 1973, 558). To Greenfield, empirical research proved merely that organizational structure bore "only a tenuous and inconsistent relationship to human experience," and that no single "right" structure would make an organization more effective. The problems of organizational structure "are inherent in the human meanings and purposes which support the structure" (Greenfield 1973, 565).

Greenfield categorically rejected both the notion that the goals of an organization were independent of those held by individuals within it, and the notion that these goals were predetermined. He also rejected the systems theory viewpoint that organizations discover goals through their capacity to respond and adapt to their environment. These theories all identify the organization as a single, goal-oriented entity. From the phenomenological viewpoint, there is "a continuous process of bargaining and coalition among individuals . . . [and] the goals of the organization are the current preoccupations and intentions of the dominant organizational coalition" (Greenfield 1973, 557). This viewpoint implies that goals are not uniform and stable, but are "as fleeting as the membership of dominant coalition, as changeable as members' views of what is practical, desirable or essential . . . [and] are as varied and no more stable or rational than the individual" (Greenfield 1973, 558). Greenfield described two types of goals that are often interwoven. One set of goals, which reflects our beliefs about the quality of experience we want in an organization, can be expressed in behavioural change, and cannot be accomplished through technology.

Another set of goals, which describes skills to be acquired or knowledge to be attained, can be accomplished through technology. Greenfield cautioned that neither set of goals guaranteed job satisfaction.

In accordance with his definition of organization as comprising individuals within the group, Greenfield believed that "the task of changing organizations depends, first, upon the varieties of reality which individuals see in existing organizations, and second, upon their acceptance of new ideas of what can or should be achieved through social action" (Greenfield 1973, 551); in other words, the transforming mechanism lies within individuals. If individuals and organizations are "inextricably intertwined," then it is not as easy to alter an organization as it would have been if an organization was a thing separate from the individual. Organizational change would require changes in the meanings and purposes that individuals learn within their society.

Greenfield also believed that much of the effort to understand, analyze or improve educational institutions as organizations is shaped by ideas and models borrowed from other areas of organizational study, though there was no recognition that organizations may vary depending on their location and personnel composition. According to Greenfield, this argument suggested that organizational theorists up till then had been so busy defining the "forest" that they had failed to notice differences among the "trees," and worse, "have ignored relevant data that are not trees at all" (Greenfield 1973; 1974). He believed that organizations are shaped by the process of placing meaning upon experiences.

The internal debate prompted by Greenfield's study of educational administration was exemplified by Schein, who reviewed Greenfield's position that "organizations are not independent realities or biological organisms but the social inventions of people and the resultants of complex negotiations of coalitions of people" (Schein 1973, 780). However, Schein found Greenfield "guilty of oversimplification" in his analysis and stated that two important points were left out:

consideration of standard change and value change. However, Schein agreed that the ultimate goal was to change the values of key members of the organization, essentially changing the culture of the organization:

Once the participants in an organized effort have accepted the long-run validity of the goals which initially brought them together, they have created a joint perspective which does give reality to the organization, particularly in a "normative" organization such as school, because of the voluntary commitment by members to the organizational mission. (Schein 1973, 781)

In Schein's view, goals refer not to motives or needs, which only individual persons can have, but to a sense of organizational function or mission to be fulfilled. While agreeing that individuals must be influenced, Schein reiterated that "there is ample evidence that perceptions and values can be changed, though, by changing the people one interacts with, and by changing the organization's structure and/or process in other ways" (Schein 1973, 784). In the final analysis, Schein found that a total theory of organizational change could be derived by combining Greenfield's position with that of the standard sociologists and organizational psychologists.

Summary and analysis. Organizational literature emphasizes the need to have a proper fit between organizational goals and development, and individual employees' goals and development. Organizational research is also consistent in emphasizing the importance of managerial support for fostering changes, such as human resources development, in an organization. Several researchers have formulated human resources development and management models, all of which reflect in various ways the degrees of fit required between employee needs and organizational needs.

A study of educational literature reveals the intense controversy in the field of educational organization. Greenfield's contention was that individuals not only create the organization, they *are* the organization. However, his concepts of

organization and its structure seem idealistic. Structure may not determine the kind of organization one works in, but it does influence perceptions of the distribution of power and the ease of communication. Studies show that people react in different ways to different levels of hierarchy, often finding one structure that is uniquely effective for their particular organization. Similarly, Greenfield's theory of organizational goals being the same as many individual goals, with some more prominent and influential than others, must be balanced with the reality that the sum total of individual goals is much more compelling than any one of the individual goals.

Greenfield's emphasis on the role of individuals in organizational change has much relevance to this research topic. Human resources development implies change, and this could require changes in the meanings and purposes that individuals learn within their society. Therefore, how we bring about these changes in individuals' perceptions and attitudes determines whether the organization as a whole makes the necessary shift.

Conceptual Applications of Human Resources Development in a Library Context

In considering the conceptual applicability of human resources development in libraries, with special reference to academic libraries in Manitoba as the field of study, two specific issues emerge from the preceding literature review: (i) the scope of human resources development required in libraries and (ii) the applicability of related organizational theories to academic libraries. Before reviewing recent library literature to evaluate the need for and the status of human resources development in academic libraries, it is pertinent to consider the applicable research issues emerging from the preceding review of organizational and educational literature.

A library is an organization. An academic library is part of a larger educational institution, and in itself is a self-contained organizational unit. As an

organization dedicated to providing service and information through its employees, a library's productivity and effectiveness increase by developing the potential and capabilities of its human resources. Hence, the question of how to invest wisely and efficiently in human beings should be of vital concern to the administrators of any library. In an ideal setting, a library, as an organization, can be expected to have the following characteristics and needs.

First, libraries are undergoing fundamental changes in the composition of both work and work force, due to technological advances and societal changes respectively. Although economic resources are continually diminishing, information-providing agencies such as libraries are simultaneously experiencing a greater demand for services. As a service institution, a library bears the effects of technology. Its external and internal communication methods change. The nature of work and the work force in the library are changed by the impact of technology. In addition, library employees may have raised expectations, and may resist authority. Individual recognition and self-fulfillment are expected.

Second, because of the impact of technological and societal changes, lifelong educational opportunities become an economic necessity, as important for the welfare of the library as for the welfare of the employee. Any fundamental change in an organization requires human resources development and management to facilitate an effective transition. A well-run human resources development programme in a library would be totally integrated into the fabric of the institution, and not seen as an additional feature. As the needs of the library change, library employees also must change to ensure the best fit between the library structure, its technological development, and human resources.

Third, senior administrators, as well as middle managers, of the library have a strong commitment to the development of human resources in the library. Those

responsible for implementing a programme of human resources development are a part of the strategic planning administrative group. A high rate of participation in work-related training activities can be expected from library employees.

Based on the research findings in the organizational literature, an effective human resources development programme in a library can be expected to stress both interpersonal and technical skills, and be linked to the library's goals by matching employee needs with those of the organization. Such a programme anticipates organizational change by taking into account the internal climate of the workplace, such as the structure of the library, its culture and politics, as well as the external environment in which the library operates, including social, political, economic conditions and technological development. Ongoing planning and on-the-job training are included, making the programme active and future-oriented. A participative process in planning and implementing the training programme can be expected. While personal growth is also welcomed, the intention of the training programme is to increase the library's productivity and effectiveness, thereby developing the individual employee within the context of his or her present and future library responsibilities. The human resources development practices complement and reinforce the library's strategic objectives and planning, whether the library has chosen a strategy of innovation, cost reduction, quality improvement, or any other strategy.

A review of organizational literature leads to a series of survey questions to be considered for their applicability to libraries. Issues include how the library is affected by technological and social changes, and whether there is an increased demand for accountability from user groups. Have the scale and scope of jobs in libraries increased markedly within a short time, and have the qualifications expected of employees also risen proportionally? Is there a programme of human resources development in the library that helps to handle these changes? Does such a

programme match the library's stated strategic planning? How strong is the commitment of the chief librarian to the development and management of human resources employed in the library? Does the library have career counselling and career development programmes? Is there a reward or recognition system based on performance evaluated through systematic performance appraisal? What types of training and retraining activities are included in the programme? Does training tend to increase rather than reduce inequality in the work force? Is the determination of the training programmes the prerogative of library administrators, or do employees influence the process? Is there more training for executive or managerial staff? Do librarians have options such as flextime, a compressed work week, permanent part time and job sharing, that allow for training time? Is there a lessening of union influence on library employees due to the implementation of a programme of human resources development, or is there a strengthening of the union with staff development a negotiated item in the collective bargaining process? How acute is the concern in libraries about the need to treat professional and technical labour as a resource to be developed and planned for over a long term?

The application of human resources development in a library context thus raises many research questions. In order to better understand and verify the scope of human resources development in libraries, as well as to prepare answers for some of the questions, a review of recent library literature was undertaken prior to studying the seven academic libraries in Manitoba.

CHAPTER TWO

HUMAN RESOURCES DEVELOPMENT IN ACADEMIC LIBRARIES

A library's resources, especially its staff, are vital to the advancement of its mission to achieve organizational goals "through human resource development by ensuring that employees have the skills necessary to carry out present operations, and to adapt to anticipated changes, by allowing employees to diversify their experience and broaden their skills" (National Library News 1989, 1). Fundamental changes are occurring in the way libraries are used, funded, and managed; as Dougherty has said, "we are in a condition where the past will not be a prologue" (Veaner 1984, 623). From the viewpoint of traditional librarianship in these uncertain economic times, technology is seen as sometimes supportive, sometimes threatening. The delivery of library services has changed dramatically, to a point where information is treated as a commodity (Estabrook 1981). While libraries continue to deliver this fundamentally important service, there are others who are equally or more interested in providing that same service at a profit (Lenzini and Shaw 1991, 40).

To ensure that the delivery of services matches growing user needs, libraries need a motivated work force that can plan for users' changing expectations. As Martell stated, this calls for personal and technical standards of excellence, creating an organizational climate "where the striving for and achievement of excellence are basic norms. In academic librarianship we haven't developed standards of personal excellence, but we need them" (Martell 1987, 475).

Despite this need, according to Nauratil (1987), burnout is a growing phenomenon among librarians and other human service professionals, inevitably leading to a decline in the quality of service. Nauratil believed that common library

situations, such as the high degree of task specialization, lack of control over one's own time, lack of procedural autonomy, and limited jurisdiction over organizational goals, can lead to an alienating burnout syndrome. However, he stated that some of the root causes of burnout could be eliminated through an organizational approach. Suggested strategies include:

. . . improving the physical work environment, increasing the variety of an employee's tasks, emphasizing positive feedback, and providing counselling services More effective at preventing and eliminating burnout, however, are changes in the structure of organizations themselves, best oriented toward restoring professional autonomy to practicing librarians. (Nauratil 1987, 385)

Some of these approaches include reducing workload, flexible scheduling, job sharing, time off for vacations, sabbaticals, conferences, continuing education, workshops, as well as increasing the opportunity for people to participate in the decisions that affect their work, where goals as well as procedures are decided upon collectively. Nauratil recommended that "in all areas of study, including technical services and computer applications, critical awareness and innovations should be emphasized over conformity to traditional paradigms" (Nauratil 1987, 387). This approach stresses the need for a systematic, all-inclusive programme of human resources development to pursue personal and organizational excellence. Library administrators generally agree that continuing education and staff development are the key activities in this endeavour.

In order to study the chronological development of this concept, particularly in academic libraries, selected library literature of the past twenty years was reviewed, mainly publications concerning changes in human resources development or staff development in general, and in academic libraries in particular. While such developments in school and special libraries are no less important, they are not of direct concern to this study, and hence literature covering school and special libraries is not reviewed here.

To understand fully the pressing need for human resources development in libraries, one must realize that automation has single-handedly changed the way library services are provided. Its effects on the library system must be considered before reviewing the history of human resources development in libraries.

Effects of Automation in Libraries

A survey of current library literature reveals a wealth of materials dealing with automation and the changes it has brought about. The transition from an industrial to a global informational and so-called "environmental" economy has been driven by technology. Management literature suggests that as technology unfolds, it influences every aspect of the organization, transforms the way work is performed, and ultimately requires a rethinking of the most basic principles of organization and management. The speed of change created by technology demands new management techniques at all levels of an organization. The challenges presented involve not only the use of technology to develop new products and services, but also the development of new modes of work design, new styles of decision-making, new concepts of organization, and new attitudes toward change. On-line technology helps to create networks among organizations and can lead to radically new styles of organization. However, many of the required competencies depend more on the human factor than on technological advances. By empowering lower-level employees with information, technology flattens the organizational structure and decreases the importance of middle management (Morgan 1988). The full benefits of on-line technology are realized when all the employees in an organization have access to a single database containing the same information, and are encouraged to exercise initiative in their jobs. Thus technology drives initiative to the operational level. It creates the opportunity to

transform tasks and work processes; it does not merely automate jobs. In essence, successful use of technology is often a matter of attitude. In some organizations, employees view change as a challenge and relish the opportunities it can create. In other organizations, change is unwelcome and even feared. As well, the improvements and efficiencies that result from new technology are incompatible with harsh bureaucratic restrictions. It is important for the manager to create an environment that encourages employees to find new ways to make their own contributions to the organization, by changing the nature of their work as a result of more efficient ways of performing tasks. For this to occur, employees must share a sense of the overall mission and values of the organization, and must be allowed new approaches to making decisions. Many managers, faced with new technologies, maintain old styles of decision-making and information channeling instead of refocusing their decision-making processes. Morgan (1988) pointed out that new technology has the capacity to transform organizations into "electronic villages," where people have a strong sense of interconnection and feel that they are full, active contributors to the community. However, to achieve this, those responsible for introducing new technology must facilitate the necessary attitudinal changes through appropriate training.

Automation of library functions and activities is an undeniable reality of library development. From the outset, the advantages of automating routine and repetitive processes were recognized. The vast improvement in equipment and concomitant reduction in hardware cost have contributed significantly to the development of library automation. The economics of cooperative collection development and cataloguing, resource sharing, shared access and networking have encouraged the development of technology-based solutions to the traditional problem of information delivery to the user. Library automation is no longer an event but a

process; it represents and functions as a significant agent of change by bringing about the next phase of improvements in procedures (Olsgaard 1989). Automation is now seen as the preferred order of business, and is also seen as highly successful from the users' point of view. Some of the trends causing - or calling for - profound changes in the structure and composition of functions and personnel in a library include: a high degree of task specialization and decision-making at a lower level of staff hierarchy due to ready access to information; a lack of procedural autonomy and control over one's own time, as the sequence and speed of operations are often determined by the automated system, thus requiring a different pattern of work; the disappearance of certain tasks that are either automated or no longer considered necessary or cost effective; and the inclusion of certain other tasks that are changed or newly added, often under new or different settings. Increasingly, the distinction between technical and public services in libraries has been blurred, even as the demand for enhanced bibliographic control of the libraries' local collections, as well as of those in electronic format, is rising.

A review of the effects of the changes brought about by library automation on the library and its personnel shows the need for a systematic and continuous programme of human resources development that will empower professional and non-professional staff to manage these changes effectively and efficiently. The structure of the automated library must be recognized as reflecting the changed needs of database management in an on-line environment. As well, attitudes must be changed to concentrate on the best way to blend technology and personnel needs and to encourage personnel to develop new skills. It is essential that both the professional and the support staff acquire new skills and responsibilities so that they can implement and utilize the changing technology at their own pace and take an active, assertive position in providing user-oriented services in the electronic environment of a modern library. As academic libraries are in the forefront of library automation,

human resources development is particularly significant in the academic library setting. A historical overview of human resources development in libraries in general, and in academic libraries in particular, is presented in the following section.

Human Resources Development in the Seventies

Overview. Human resource concepts gained popularity in organizational literature during the 1970's. It was accepted that employers should think of employees as a corporate resource (Minter 1980). As can be seen in library literature in the 1970's, libraries were not far behind in considering this a major issue for library managers. As early as 1971, the importance of matching organizational needs with those of the employees in libraries was recognized:

A major dilemma, one we can no longer afford to ignore, faces all librarians. The dilemma is: How can we optimally integrate the technical and human resources that we manage toward achieving the library's service mission and, at the same time, manage working arrangements and role relationships so that people's needs for self-worth, growth, and development are significantly met in our libraries?
(Stone 1971 July)

This viewpoint iterated what research in behavioural sciences has shown, that when emphasis is placed on developing the potential represented by the human resources in organizations, an inevitable by-product is an increase in productivity.

Library literature makes a distinction between the terms "continuing education" and "staff development." Conroy defined continuing education as "those learning opportunities utilized by individuals in fulfilling their need to learn and grow following their preparatory education and work experiences," whereas staff development is used "to strengthen the library's capability to fulfill its mission effectively and efficiently by encouraging and providing for the growth of its human resources" (Conroy 1978, 290). For a comprehensive understanding of the historical

development of this issue, it is useful to review in detail the findings and recommendations in the special issue of Library Trends (Stone 1971 July) entitled "Personnel development and continuing education in libraries." In this issue, selected publications from recent library literature were used to assess human resources development in libraries, particularly in academic libraries, over the last two decades.

Historical development. The July 1971 issue of Library Trends was the product of the Staff Development Committee in the Personnel Section of the Library Administration Division of the American Library Association, which held its first workshop on this topic at an annual conference in June 1970. Naturally, the articles in this issue primarily reflected staff development in American libraries in the 1970's. However, they do include some insight into the trends in Canadian libraries, particularly in the universities, during that decade. In 1971, Stone stated that:

Current changing conditions - the knowledge, technology and communication explosions; affluent societies, and values held by youth; ethnic and other minorities - have produced a completely new set of expectations of the contract between employer and employee from those which existed a few years ago.

(Stone 1971 July, 4)

As discussed in Chapter One, the microworld of the library reflected conditions in the larger world of society. The editor of the July 1971 issue of Library Trends posed two questions that remain valid to this day:

How willing are we to consciously work toward a state of human relationships in libraries that will catch up with the state of the development of our hardware? How can we have efficient knowledge systems that will not have the effect of depersonalizing and dehumanizing personnel relationships?

(Stone 1971 July, 5)

In this issue of Library Trends, the term "personnel development" was equated with "staff development," and referred to meeting effectively the need for self-worth, growth, satisfaction, and self-realization of the people in the library system, while at the same time optimally realizing the library's objectives. Many

authors reported that the conditions and practices recommended by research in the behavioural sciences had a direct relationship to releasing human energies to accomplish both individual and organizational objectives.

Lee and Lee, the sole Canadian contributors, discussed library personnel planning systems, noting that success in developing human resources must be considered in terms of the organization's ability to satisfy the personal goals of those persons in the organization (Stone 1971 July, 19-38). Corroborating Maslow's theory, Goodman listed the factors and conditions that lead to increased employee motivation: involvement through participation, job enrichment, target-setting conferences, and high performance goals set by the supervisor and the employees (p. 39-47). Marchant related participative management to personnel development. Prior to his research, no study of library staff participation had been reported in library literature. Based on research in behavioural sciences, as well as his own research in libraries, Marchant found that participative management and group decision-making have important implications for staff development. In practice, however, most libraries were found to be bureaucratically-oriented. As a group, university library personnel were more satisfied with the opportunities for professional growth under a participative management system (p. 48-59).

Kaser's 1970 survey of 145 large American libraries concluded that, although the American library community was increasingly aware of the need for training programmes and continuing education of personnel, and although substantial resources were being devoted to that effect, there was no systematic approach being applied to the problem. Essentially, managers were playing a passive role in the area of personnel development (Stone 1971 July, 60-77). All contributors agreed that training must be oriented toward organizational objectives, with immediate goals of improving individual job effectiveness and improving the climate of interpersonal

relations in organizations. This was confirmed by Allen and Conroy, who found that the achievement of both organizational and personal goals is facilitated by the smooth and cooperative working of all staff members (p. 79-91). This reiterates the need for team building and social interaction skills in effective organizational growth.

The last two chapters in the July 1971 issue of Library Trends were by the Staff Development Committee of the American Library Association. The Committee presented a model for librarians to be used in analyzing and defining basic needs and problems and in developing the framework for a programme of personnel development or continuing education that would facilitate the application of managerial techniques (Stone 1971 July, 92-96). The model was presented as a flowchart, flexible enough to be implemented in any size or type of library or library system. As early as in 1971, such a model was recognized as helpful for any library planning a systematic development of its human resources.

In the final chapter in the Library Trends issue, the authors suggested that an individual library system could strengthen its role in the development of human resources by considering policies and programmes in the area of human resources development from a systems point of view and by ensuring that these policies were known and practised throughout the system. Much of the discussion was based on principles derived from behavioural science research, as the authors believed that the theoretical assumptions held by management about human resources development determined the whole character of the library. As in any organization, there must be full support and involvement on the part of management for a programme of human resources development to be successfully implemented. The editor summarized thus:

The human resources approach in action emphasizes the motivation and development of people, high performance goals, participation in problem-solving or decision-making, and the encouragement of innovation. It also emphasizes that the extent to which human resources will be developed in any given library system will largely be dependent on the management perspective and leadership style of the chief administrator, for he, more than anyone else, sets the tone and philosophy of a library.

(Stone 1971 July, 10)

In addition, the issue of Library Trends dealt with continuing education in libraries as a lifelong process through which individuals grow to meet the challenges of change. This process would include both formal course work in credit or non-credit courses, and informal learning activities such as attending conferences, workshops, and professional meetings; reading, writing, and editing; consultation, teaching and speaking to groups; membership in informal study groups; and participation in inservices and on-the-job training programmes (Stone 1971 July, 10). The objective was to build a strategy for planned change into the programme of continuing education.

Gaver's report in Library Trends surveyed "librarian achievers" on continuing education activities and strategies that they would recommend. Their responses suggested that training efforts by library associations were often considered fragmented, and seemed to result in little sequential training. Gaver recommended a more structured approach to a programme of continuing education. Likewise, Hiatt, in Library Trends (Stone 1971 July), called for the development of a practical, well organized national plan of continuing education that would efficiently utilize all available methods and techniques, and meet the ongoing learning needs of all library personnel. The author believed that professional library associations and library schools must share responsibility for providing continuing education.

In focusing on research and needs in the areas of personnel development and continuing education, this unique issue of Library Trends could be summarized by the results of Kaser's survey of 145 libraries. He stated that although there was more interest in training and continuing education than ever before, there was little organized action - "objectives are not clear, there is a lack of planning (short range as well as long range), and there is little evidence of a systems approach to personnel development, training and continuing education" (Stone 1971 July, 13). In all studies, researchers found that library managers were taking a passive, almost indifferent role toward continuing education. The editor summarized thus:

The issue on which authors were generally in agreement was that the degree to which personnel development and continuing education can be used effectively in any library organization is, to a large extent, dependent on the management perspective of the chief administrator. However, as a group, the authors reported that they had found little evidence in the literature, from the surveys, or from experience up to this point in time to indicate that many chief administrators or managers had: 1) reexamined work and moved it toward being concerned with meeting individual needs for achievement and recognition (as through job enrichment) while at the same time meeting the library objectives, 2) reexamined the organizational structures with a willingness to change them as needed . . . , 3) consciously worked toward building a climate of confidence and trust throughout the library, or 4) experimented with the use of participative decision-making as a means of personnel development or with a goals-oriented approach to personnel evaluation.
(Stone 1971 July, 13)

A number of encouraging signs were noted, however. A substantial amount of funding was available for training and continuing education, and there was a growing recognition of the advantages of using technology for training and continuing education.

. . . Most important of all, it would appear that throughout the profession there is a great awakening to the fact that personnel development and continuing education constitute one of the most urgent problems facing librarianship today.
(Stone 1971 July, 13)

Research has shown the necessity of building into a personnel development plan a strategy for planned change and a willingness to look beyond librarianship to other professions and disciplines for new ideas and innovation. In the early 1970's, though, concepts of automation, technological change in libraries, and inter-professional cooperation, all topics of prime importance today, were new and unfamiliar. Summarizing the theme of the issue, the editor of Library Trends stated:

A rapidly changing age is forcing libraries and all the individuals who work in them to attach a new importance to personnel development and continuing education. Its thesis is that to meet effectively the technological change which Presthus states is demanded of conventional libraries, it is necessary at the same time to pay attention to individual needs. If this challenge is not given high and immediate priority and hopes for a productive response to individual as well as institutional needs are not met concurrently, the words of Presthus are apt to have, in future years, a strongly prophetic ring to them.
(Stone 1971 July, 16)

Stone's reference was to Presthus' warning in 1970 that "librarianship may by default allow the emerging 'information specialist' groups to determine the conditions of participation in the changing library occupation . . . it would [then] probably mean the end of librarianship's aspirations for the independence and prestige that come with professionalization" (Stone 1971 July, 15-16). By reviewing the library literature of the 1980's, one may determine how prophetic this warning from the 1970's has been, and where the field of library science now stands on this issue.

Weber (1974) identified the following activities commonly associated with staff development and continuing education: temporary job reassignment; job rotation within the library system; participation in professional associations; committee work on campus; professional visits to other libraries; consultancies; writing and publishing activity; research via sabbaticals and other leaves; formal course work on another degree in an area of interest; and workshops, seminars, and institutes. From this list, it is apparent that developmental activities needed in the 1970's were very similar to those that are required in the 1990's. In fact, during the 1970's, particularly in the United States, numerous national and regional projects, programmes, activities and studies were organized to deal with continuing education in academic libraries. Particularly useful in this regard was the establishment of CLENE (Continuing Library Education Network Exchange). These projects, programmes and activities were also instrumental in influencing Canadian and British academic libraries within a few years' time.

Published as a research and development report by the British Library in 1977, Sergeant's 1976 study dealt with job characteristics and staffing needs in libraries in Britain in the seventies. In its concern with "the qualitative aspects of manpower [sic] planning," and matching people and jobs, it serves as a companion volume to the July 1971 issue of Library Trends. Sergeant believed that work force

planning was of particular importance in the library and information field because "libraries are labour intensive . . . the major scope for improvement in efficiency and effectiveness must come through more effective use of human resources. Consideration of change, whether technical, organizational or procedural, also places a premium upon the careful and productive use of manpower [sic]" (Sergean 1977, 1). Many of the characteristics of librarianship described in Sergean's study are highly relevant even now, and provide data for comparison with recent studies on the nature of academic libraries and academic librarianship.

Sergean's research showed that a large proportion of individual units in libraries was small in size, though a slow movement towards greater unit size had already begun. Women working in the field outnumbered men by roughly 3:1. In public library units, there was a larger proportion of personnel in the younger (under 25) age range, while in special units the age range was higher (25-44), and in academic units higher still (45 and over). Many of those working in academic units had both a degree and a qualification in librarianship or information work. As a group, staff members in academic units were found to be more highly qualified educationally and professionally than in other units, and to have more varied previous experience in library and information work. While more people sought work in academic and public libraries than in special libraries, job transfers were more often from public libraries to academic or special libraries than from other types of libraries to public libraries. There was a relatively higher proportion of academic jobs in the highest-paid group, with more of the special library jobs in the middle salary range, and public library jobs more prominently represented among the lower salary range. Less than two percent of library posts were of a solely planning and/or supervisory nature. There was wider participation in the planning process in academic units than in other units. An increased demand was apparent for functional specialists and people with management expertise. In public libraries, more than half of the time-consuming work

fell into the category of user services activities. In academic units, this amount fell to a third, with correspondingly greater emphasis upon technical services activities. In all types of libraries, user services activities were more popular among staff than technical services activities. Sergeant noted that:

. . . this is of particular interest in the case of academic units where there is thus more dislike of, and less liking for, activities in precisely that work area in which most time is spent and which is regarded as most important.

(Sergeant 1977, 13)

Sergeant's work also showed that, especially in the technical services areas of academic library units, activities were most often described as "time-consuming," with variety rated the most desired job characteristic. Technical services activities tended to be neglected in favour of user services activities. The lack of opportunity for development work, including personal development through reading, personal contact, further training, etc., was often noted.

A majority of library staff, particularly in academic and special libraries, believed that their work offered freedom of choice and freedom from close supervision, with many opportunities for information and teamwork. Contact with people was most marked in public libraries. There was greater opportunity for informal, non-work contact during working hours available to those in senior-graded jobs and to those in jobs with a planning and supervisory emphasis. Where the main emphasis was in user services activities, work was seen as more physically demanding than the work involved in technical services. In all libraries, people rated their work as highly varied, fast in pace or tempo and subject to change in pace or tempo. Library work was seen as highly subject to interruption, calling for short rather than long periods of attention on particular tasks. Jobs and employees appeared to be relatively well matched. Those who were mismatched in their jobs would have preferred less irregularity, a slower work pace, fewer interruptions, and the opportunity to devote longer spans of

attention to particular tasks. Communication of information within the system was generally considered to be more satisfactory in matters relating to work than in matters of more general information. The majority of the employees rated their pay to be adequate or more than adequate.

As a summary of the intellectual, social and physical aspects of librarianship, Sergeant stated that "the general picture which emerges [in this survey] is of work and working conditions that are fairly stimulating and demanding . . . the work force is seen to be relatively well-matched and well-adapted to these demands" (Sergeant 1977, 21). He also believed that the reported adverse conditions, such as interruptions during work, physical demands and communication inadequacies, could be made more tolerable through a systematic approach to redesigning the job and the layout of work space whenever possible.

In discussing change, Sergeant's survey showed that the majority of respondents had experienced some form of change in their work during the previous twelve months. While change was viewed most favourably in special libraries and least favourably in public libraries and, in general, more favourably by younger staff than by older staff, the desire to serve the user effectively remained high in all groups. The principal kind of work where change was experienced and anticipated involved undertaking additional duties and responsibilities, the main reason being organizational growth or rationalization. According to Sergeant, how change is introduced in the organization is more important than the change itself: "The unlikeliest change can be made acceptable by careful presentation; the most innocuous measure can produce resistance if those who introduce it take its acceptance for granted" (Sergeant 1977, 25). He recommended further research to examine this issue in libraries concurrently rather than retrospectively.

Another issue, of particular interest in the 1990's, is the comparatively modest extent to which technical change was viewed as a reason for past, and possibly future, changes in all type of libraries (Sergean 1977, 24). Computerization had only a limited impact on initiating change during the 1970's. Only one percent of all employees described their work as having its main emphasis on involvement with computers; and less than four percent described their duties as including some element of computer work. An analysis of advertisements for library positions showed that only slightly more than six percent of positions involved computerization. This stands in contrast to the situation in the 1990's, previously described.

In considering the overall attitude to work and the profession, Sergeant found the work force in all types of libraries to be satisfied and well-adjusted. He believed it necessary to foster and build into jobs the features which were considered to contribute positively to job satisfaction, and to try to eliminate those which had a negative effect. He suggested that job redesign, retraining and consultation would lead to a more effective use of staff, and by implication a better service to the user. The overall attitude towards the profession was favourable. Factors associated with good working conditions were variety, involvement with people, a sense of service and social worth, intellectual satisfaction and the opportunity for personal development. Negative factors included work routine, physical demands of work, difficulties with and lack of involvement with the users, lack of status, and the length and arrangement of working hours.

The survey confirmed the disparities that existed between male and female staff members. Educationally and professionally, men were more highly qualified than women. The difference was most marked in academic libraries. While there was no significant difference between the job grading of professionally qualified men and women, only fifty-six percent of female applicants were hired as opposed to seventy-three percent of their male counterparts, with men more likely to hold senior-graded

posts. Only in the case of those without a degree or qualifications was there no difference between the sexes. Women were paid more poorly than men at all educational and professional levels in all types of libraries, with the salary gap being widest in academic libraries and smallest in public libraries. The survey showed that women were more likely to be in junior and practitioner-only posts. However, in spite of the under-utilization of women in senior positions, women did not seem to resent the discrimination. Their level of satisfaction with their work and profession was on par with that of men. Sergeant was also careful to point out that the survey showed that graduates were less well adapted than non-graduates. The overall attitude of the graduates to their jobs was found to be less favourable and less committed than that of non-graduates. The author speculated that the level of expectation of graduates was perhaps "pitched too high," that much of the work available did not call for a graduate qualification, and the graduates often saw themselves as overqualified for the work they did.

Sergeant's 1976 survey summarized the existing state of library and information work, the demands placed on it, and the "fit" between the job and the jobholder in British libraries of the 1970's. His intention was to develop "manpower [sic] planning," a term which refers to the matching of people with available jobs. While accepting the limitations imposed on this understanding by the imperfections of people and jobs, the information from Sergeant's report lends itself to a comparative analysis with current literature to see how the library environment has evolved since.

Another publication from the seventies that provides suitable data for comparison is by Martell and Dougherty (1978), on the role of continuing education and training in human resources development from the viewpoint of the administrator. The authors noted that "human resource development (HRD) as a concept has come into vogue within recent years" (Martell and Dougherty 1978, 151), pointing out that while administrators had used "HRD-related techniques" to maximize the

effectiveness of their employees, employees had viewed it as potential means for achieving personal growth, which may or may not be job-related. Outlining the broad principles of human resources development, the authors were convinced that staff development was one component of a comprehensive programme for human resources development. Because "perceptions of staff development in libraries are varied" - sometimes the definition tends to be stated in terms of the individual, and sometimes in terms of the organization - the authors believed that "each manager should be aware of the constant tug between these two demands" (p. 153). They included orientation programmes, on-the-job training, the opportunity to attend workshops and institutes, the opportunity to prepare for advancement, active encouragement for individual enrichment (e.g. attending courses or pursuing a degree programme), brief assignments to other jobs (e.g. job rotation), assignment to library committees, and membership in professional associations as parts of staff development in librarianship. To Martell and Dougherty, training was at the core of most staff development programmes: "training has been and remains a key organizational mechanism for reuniting the abilities of the individual with the needs of the organization" (p. 153). Training also can be an important method for producing organizational change. In spite of its recognized importance, the authors found that:

... few libraries have effectively utilized the potential for training. Neither have they received the benefits that accrue from an effective training program. Training tends to be brief, superficial and, by and large, something to get over with as soon as possible in order to get on with more important matters.

(Martell and Dougherty 1978, 153)

The authors stated that library administrators were increasingly aware of the need to develop their human resources more fully, which had led to a greater use of in-house workshops and formal group training sessions on specialized topics. The authors believed that because this type of training is relatively sophisticated and makes important time demands on the organizers, formal staff development committees and a coordinator position may have to be created.

Martell and Dougherty critically examined the benefits of training, on several levels, for both the individual and the organization. Effective training can make an individual feel secure in his or her abilities and lead to higher self-esteem. Noting that "research indicates that effective training can lead to a lessening of many dysfunctional incidents such as absenteeism, turnover, tardiness, and general dissatisfaction and boredom," the authors nonetheless cautioned that "one must keep in mind, however, that training is only one of a series of human resources development activities necessary to achieve a comprehensive package" (Martell and Dougherty 1978, 153). The authors specifically distinguished between training and continuing education. They urged that training be job-oriented, to ensure optimum effectiveness. Continuing education had only recently gained widespread acceptance, as direct organizational benefits were still obscure. The authors viewed continuing education from two perspectives: first, as a fringe benefit to the employee to improve or develop career opportunities; and second, as a consultative process to further organizational roles and job-centred career aspirations. They believed that a consultative process would help decrease staff turnover, further job advancement potential and, generally, would help the individual to advance his or her own interest within an organizational context. The library system at the University of California in Berkeley was presented as an example. In the early 1970's, formal recognition was given to the staff development programme when a coordinator position was created and a nine-member staff development committee, consisting of both professional and non-professional librarians, was set up to advise on programmes and approve staff requests for funding. The coordinator was expected to be aware of campus programmes, and to identify the needs of employees who would benefit from such programmes. Also, as the authors pointed out:

Employee concerns expressed at counselling sessions can often be resolved or ameliorated when the employee has the opportunity to learn new skills and thereby improve chances for promotion and for more favorable performance services.
(Martell and Dougherty 1978, 154)

Since the formal programme was installed at the University of California - Berkeley, both the variety of development sessions and the number of staff members attending the sessions increased considerably - for example, there was an eightfold increase in attendance from 1971-72 to 1975-76. Training for supervisors, with programmes on performance evaluation, interview techniques, etc., had also become necessary. While enrollment in academic programmes had remained relatively constant compared to the previous four years, more employees were enrolling in community college programmes. The number of non-professional employees engaged in all areas of staff development had remained high, and this trend was expected to continue.

Though continuing education was used often for strictly personal objectives, the authors were convinced that this should not obscure its inherent benefits, such as the "inner satisfaction employees hold toward the library as a result of a responsive programme." Martell and Dougherty urged any manager wishing to promote a creative, dynamic library environment to look towards continuing education programmes, for "once employees have sensed an explicit managerial concern for their personal growth and well-being, they may begin to seek a more direct correlation between coursework and library work" (Martell and Dougherty 1978, 154). The less than two percent of the annual staff budget spent by the University of California - Berkeley on development programmes was considered small, compared to the size of the university's investment in staff. Martell and Dougherty pointed out that the alternatives to training - no training, poor training, less emphasis on people as important resources, more emphasis on people as instruments of production - may not have consequences in the short term, but would be disastrous in the long term as they would lead to increased turnover. In conclusion, they suggested that staff development should be seen as an integral part of human resources development.

Snyder and Sanders (1978) surveyed continuing education and staff development in large academic libraries. They believed that a sound theoretical base for these programmes had been established in the management and behavioural sciences by the work of Likert, McGregor, Herzberg, and others. Each of these authors had described factors that contribute to optimum productivity. The applications of these studies in libraries have confirmed the importance of continuous individual growth in maintaining a successful organization. However, in a tight economy, funding one endeavour means curtailing or cancelling another, and continuing education programmes are often among the first to be cut. Snyder and Sanders described two reasons for this. First, staff development programmes were often presented with minimal cost justification. As well, the continuing education/staff development programme was "perceived by both the staff and administration as a self-contained unit or separate entity rather than as an integral part of library activities and the development of every individual in the organization" (Snyder and Sanders 1978, 144). The authors also pointed out that the cost of not training library employees had not been well-documented, mainly because of the difficulty of ascertaining the cost-benefits of most of the activities within the staff development definition. Both explanations could, however, be countered by conducting "a staff-wide needs-assessment survey, comprehensive programme planning, including the development of action-based objectives, and an evaluation system predicated on previously-developed programme objectives" (Snyder and Sanders 1978, 144).

The authors stated that a survey of needs must include within its scope the individual, the organization, and the user community. The survey instrument, usually a questionnaire/interview combination, must elicit staff development needs from the entire library staff - librarians, support staff, and administrators. Based on this assessment, the objectives of a programme should be determined and a comprehensive programme developed. According to the authors, the objective derived should

be action-oriented and achievable in concrete terms; "the programme should touch on every aspect of educational maintenance activities of the staff and should be aimed at building a climate for constant awareness of the potential for learning and growth in even the most mundane daily activity" (p.144-145). Snyder and Sanders emphasized that both short-term evaluation of each activity and long-term overall reviews of the entire programme should be planned from the outset, noting that it was in this area that the typical approach differed from the ideal:

Whereas the ideal program is based on a comprehensive look at the needs of the entire library system over time, the profession's usual approach has been to respond only to the short-term needs by applying a "Band-Aid" workshop or lecture as a palliative. (Snyder and Sanders 1978, 145)

The authors were convinced that with comprehensive planning, followed by evaluation of the programme in terms of the stated long-term and short-term objectives, the continuous need to maintain and expand the competency of the library staff could be effectively met. They described the steps leading to the development of a comprehensive continuing education/staff developing programme in an American university, emphasizing both formal and informal means of needs assessment.

Burlingame and Woods (1980) conducted their survey in 1979 to determine the trends and directions for staff development in the 1980's, and stated that "the next decade [the eighties] must be one in which we will see the kind of library staff development that will determine the success of academic libraries in coping with future constraints and demands" (Burlingame and Woods 1980, 41). As an example, they expected automation to gradually relieve the staff of routine tasks. The authors identified many of the benefits of staff development, such as job satisfaction, professional advancement, increased work efficiency and productivity, improved quality of decision-making, increased staff motivation and morale, and personal growth and development. The reasons for continuing education are similar, but the emphasis is on personal growth development and professional advancement.

While outlining the process of implementing a programme of staff education or continuing education, Burlingame and Woods stressed the importance of defining the needs to be addressed by such a programme, if the programme is expected to meet the library goals:

Needs assessment will provide the library staff with an opportunity to reflect upon the requirement to balance the organization's costs for the various components of the staff development program against the anticipated benefits to be received by the employee and the library. (Burlingame and Woods 1980, 42)

After the needs assessment has been undertaken and the objectives of the programme are identified, priorities must be set and the administrative process considered. To prepare a written staff development policy and a programme evaluation requires either a person with the necessary training and background, or a committee with representation from all levels of the library and with a chairperson responsible for the operation of the programme. The establishment of an administrative agent and the support of the library administrator are both important for the success of any staff development project.

In the early 1970's, three significant surveys on staff development in libraries were conducted. In 1970, Kaser surveyed many large libraries to determine which of them had organized staff programmes. He found that the majority of the libraries helped pay for travel expenses to professional meetings, but that reimbursement was restricted based upon the nature of the meeting and whether the staff member was an active participant (Stone 1971 July; Burlingame and Woods 1980). In 1974, Breiting and others found that the majority of the academic libraries in their survey made both time and money available for staff to attend professional meetings. In 1979, Burlingame and Woods found that support for travel remained a high priority need in university libraries. All three surveys found that any courses taken had to relate to library effectiveness if work time was not to be made up. Though library

administrators overwhelmingly characterized themselves as encouraging librarians to study, granting librarians time off for classes without making up the time was still not a common practice in many university libraries (Burlingame and Woods 1980, 44). As well, the desirability of staff development benefits did not necessarily translate into their economic viability. Burlingame and Woods found that very few academic libraries had a separate budget line established for staff development programmes. Following a traditional budget allocation, the travel budget line was separate but all other expenses fell under the operation budget.

The 1979 study showed that from 1970 to 1979, little progress had been made in increasing the number of library staff development programmes actually in place. Martell and Dougherty (1978) noted that library administrators had recognized the need to develop their staff, leading to greater use of in-house workshops and formal group training sessions on specialized topics. Burlingame and Woods' 1979 survey confirmed that university library administrators did encourage in-house training, with a definite emphasis on management-related topics, work-related topics, particularly in cataloguing, and interpersonal relationships. Many university library administrators made use of the valuable resources of their parent institution. All the surveys found that there was a need for ongoing staff time devoted to handling development programmes.

Burlingame and Woods' 1979 survey found that academic libraries had not yet developed systematic staff development programmes. The researchers strongly believed that the 1980's would see an urgent need to spend more time in planning staff development programmes, providing continuing education opportunities, setting goals, and rearticulating the process and ways in which objectives were being met. The potential impact of the tightening economy, inflation, and the overall lowering of confidence in higher education on existing staff development programmes in libraries was found to be a particular concern. The authors argued that "the very environment

which threatens this programme is a compelling reason for additional staff development activities, especially in-house," and urged library administrators to give considerable thought in their fiscal management before cutting budgets that supported travel, workshops and other important staff development activities (Burlingame and Woods 1980, 45-46).

In conclusion, the many studies of staff development in academic libraries in the 1970's reiterated the need for a systematic programme for staff development. As part of professional development, a related issue in university libraries has always been the question of academic status for librarians. As this issue gained momentum in the 1970's, pertinent literature is reviewed in the following sections as part of human resources development in the seventies.

Academic status of librarians. When librarianship is associated with educational institutions, the academic aspect of the profession, perhaps as a direct outcome of proximity to teaching colleagues, becomes quite prominent. Academic status is an important part of academic librarianship. In fact, a significant portion of the available documents for the case studies in this research pertained to the academic status of librarians in the institutions studied. Importance is given to the academic status of librarians in the literature relating to academic libraries as well. Since most of what has been written on this topic appeared in publications up to the 1980's, selected works from the 1970's are reviewed here to understand the historical development of this aspect of academic librarianship. By the 1980's, academic status for librarians was established in many universities.

The subject of academic status for librarians in universities and colleges has had extensive treatment in the literature, dating back more than one hundred years (Watson 1969). The topic has been vigorously pursued in the United States, where in 1958, the Committee on Academic Status was established as the first agency under the American Library Association to formally endorse faculty status for academic

librarians as a policy. Since then, this policy had been adopted by the Canadian Association of College and University Libraries (CACUL), which published in June 1969 its position classification and principles of academic status in Canadian university libraries. This document proposed three categories of professional librarians' positions, i.e. general librarian, senior librarian and principal librarian. The basic principles of the recommended classification were that "the rank of an academic librarian should be based upon his or her qualification, experience, professional development and ability, and not confirmed or delimited by administrative structure of a library" (CACUL 1969, 1). Yet, in their description of each of the ranks, it is clear that administrative experience was a significant feature in this classification system.

Not all the writers on this topic supported faculty status for academic librarians, particularly in the early seventies. As early as 1969, Watson emphatically stated that "academic librarians would do well to pay less attention to status and its prerequisites, and more to professional responsibilities" (Watson 1969, 417). He pointed out that conditions were quite attractive for librarians in terms of salary and status, and that many of those benefits sought by the librarians as part of academic status were already available to them, such as job security, study leave, membership in university bodies, etc. Watson reviewed the CACUL document (1969) and questioned the validity of librarians asking for faculty rank, arguing that "it would be against the best interests of the academic librarian to masquerade as something he is not" (Watson 1969, 420). According to Watson, librarians did not have equivalent education or years of academic experience at various levels, as compared to professors, and neither did the profession equal doctors or lawyers in the nature and years of formal training required in order to become a professional. Watson emphatically reiterated his view that "librarians' energies should be spent in doing the work that is waiting to be done," rather than in their quest for an identity (Watson 1969, 427).

In order to counteract some of these criticisms, CACUL conducted a survey in 1971 to determine the status of Canadian academic librarians. CACUL's survey provided statistical data that explained the rationale for some of the concerns expressed by CACUL. According to this survey, as of 1971, very few academic librarians had tenure or were entitled to sabbatical leave. Salary was well below that of the teaching faculty, and very few librarians had faculty title, although, as CACUL (1971) pointed out, this might have reflected the general rejection of the quest for such titles on the part of Canadian librarians. Fewer than half of the librarians surveyed were sure of their eligibility to apply for research grants; this was particularly true in smaller institutions. Often only the chief librarian was appointed to the institution's senate as an ex officio member, with no representation for other library employees. Full participation in faculty subject councils was rare, and one-third of librarians were not part of a faculty association and therefore not represented in unions. On the positive side, however, almost all librarians had one month vacation and many of them received the same fringe benefits as the faculty, albeit with some discrepancies. Many believed that they had access to study leave, although in some cases, this had not been attempted. Many librarians had representation on the Board of Governors, with a majority serving on university committees.

In 1973/74, CACUL updated this information by conducting another survey. It was found that more colleges than universities reported eligibility for tenure. Only twenty-five percent of the institutions surveyed reported appointing librarians as members of faculty. Salaries continued to be lower than those paid to the faculty. While all institutions offered similar fringe benefits as those enjoyed by faculty, sabbatical leave continued to be the most problematic for university librarians, and vacation entitlement was a problem for college and technical school librarians. In only half of the universities surveyed did librarians have access to research grants, and in

colleges, even fewer. University librarians had significant difficulties participating in local academic government. The survey also confirmed that while in most universities teaching faculty were required to publish in order to advance, no university librarian was required to do so. In most colleges, and in all the technical schools, neither the teaching faculty nor librarians were required to conduct research or to publish. CACUL concluded its report by stating that "this is a significant counter to the concern librarians frequently voice if arguing against faculty status for librarians; namely, that librarians would necessarily face the 'publish or perish' syndrome if they achieved faculty status" (CACUL 1973/74, 213).

Certain aspects of this survey were updated by another survey conducted in 1976 by the Joint Committee on Promotion from University of Manitoba, which found no published articles relating to promotion schemes for Canadian librarians. In the 1976 survey, twenty-five academic libraries in Canada were asked whether they had a formal promotion scheme, and to forward a rationale of the scheme, if one existed. They were also asked to comment on the interrelationship of the promotion scheme with their classification system. None of the libraries indicated any direct correlation between the promotion scheme and a classification scheme. Among the libraries surveyed, five had formal promotion schemes while four others were in the process of negotiating for one. Some others indicated that promotions were by application for a vacancy in administrative positions.

The committee found that the system of promotion in the United States was heavily influenced by two factors: the desire for full faculty status for all professional librarians employed in academic libraries, and the concept of "comparable reward." In Canada, the committee felt that the concept of comparable reward had been consistently applied, while the drive for faculty status was virtually nonexistent. There also were differences in the recommended terminology between the two countries. The American scheme, with its emphasis on faculty status, most frequently

used whatever classification nomenclature existed in the parent institution. In Canada, CACUL guidelines recommended rank titles corresponding to faculty ranks. The report concluded by comparing the criteria used for promotion in various universities in the survey, as well as the degree to which each criterion was emphasized for promotion to a particular rank. All the Canadian systems studied were in accordance with CACUL guidelines that designated work performance the most important criterion. Other criteria for promotion were given increasing weight at higher levels. The criteria employed by American libraries were found to be varied, as was the degree of weight given to each. As in the Canadian system, the most common and heavily weighted criterion for promotion was work performance (Systems 1976).

The application of all these considerations to a specific employment context, and to their impact on career development, is seen in the review by Miller et al. (1976) of faculty status in one university. The initial strategy in securing faculty status stressed the academic qualifications of the staff. The authors noted that "faculty status for librarians carried with it responsibilities, including teaching, research and publication, professional association activities, participation in university committees and education, which are comparable to other teaching faculty members" (Miller et al. 1976, 20). Faculty status eventually led to a greater emphasis on research and publishing as requisites for tenure and promotion. In response to this, an Advisory Committee on Research was formed, in order to promote, fund and establish a communication network for research. A policy was developed for Assigned Research Duty, which eventually led to the provision of non-assigned time which could be used for research. The primary role of the Advisory Committee on Research was to promote a climate within the libraries which would be conducive to research (Miller et al. 1976).

Summary and analysis. In the 1970's, against a backdrop of rapid changes in society as well as in academic libraries, library personnel developed a broader and deeper knowledge of their environment. As Snyder and Sanders stated, "particularly important in this changing scene has been the development of consultative/participatory styles of management, where more staff members participate in library concerns outside their particular units" (Snyder and Sanders 1978, 145). Proficiency in communication skills and human relations became important. The importance of matching organizational needs with those of employees in libraries was recognized by many. Other major changes in libraries in the 1970's included the implementation of new technologies such as computer-based cataloguing, automated circulation systems, and on-line access to machine-readable bibliographic databases, as well as the development and formalization of personnel policies and procedures. The new library environment called for new or expanded skills and abilities. In-house training was much encouraged, with emphasis on cataloguing and management-related topics. However, there was little evidence of systematic application of staff development programmes in academic libraries.

The review of library literature from the 1970's also shows that the academic status of librarians in Canadian universities was established through a long process of negotiations, with guidelines set by CACUL at the national level, and by local faculty unions at the university level. From a position of hardly any recognition as faculty members, Canadian academic librarians, by the end of the decade, had gained several faculty privileges, such as tenure, sabbatical leave, travel allowances to attend conferences and reimbursement for courses completed. However, when compared with their teaching colleagues, the librarians' academic status was not yet equivalent in many respects. Their salaries were lower and they did not have representation in the academic senate. While there was no specific requirement for undertaking research, time off to complete research projects or to attend courses was not encouraged either.

The review of the library literature of the 1970's shows that many of the needs identified now were present even then. There was a clearly identified need for ongoing staff time for developmental activities. As well, the goals for systematic and strategic applications of human resources development were not realized.

Human Resource Development in the Eighties

McClure stated that "in recent years academic library administrators have become increasingly aware of innovative management techniques used in the business world such as management by objectives, program planning and evaluation, and shared decision making" (McClure 1980, 9). He believed that a good human resources development programme requires a participatory style of management, which assumes "that all members in the organization will have equal access to and utilization of various information sources that may relate to library decisions" (p. 9). McClure investigated academic librarians' contact with information sources and involvement in library decision-making. He found that librarians who were known to be in touch with many sources of organizational information tended to be involved in decision-making. A hierarchical process could be seen in which administrators contacted substantially more information sources than did public service librarians who, in turn, contacted more sources of information than did technical service librarians. This suggested that administrators dealt with more uncertainty in the performance of their position than did public service librarians, who in turn, dealt with more uncertainty than technical service librarians. McClure concluded that researchers as well as library administrators must recognize the importance of various information-related variables regarding the effectiveness of shared decision-making and management style. His study showed that while individuals who were identified as involved in decision-making were also categorized as having many sources of

information, the reverse was not necessarily true - individuals with many information sources were not always involved in decision-making. McClure found little cross-departmental information seeking, and all inquiries followed formal lines of authority. The implication was one of decreased organizational creativity and innovation, with less likelihood for ready change. Position and job responsibilities largely determined the number of contacts a librarian might have with factual information sources. McClure also suggested that the academic librarian tended to be a generalist in terms of the diverse, though limited, number of information sources contacted. Sources that were interpersonal and informal were contacted more frequently than written and formal information sources. The analysis of the data revealed the types of information used by library managers. On the whole, academic librarians were concerned with administrative matters relating to the organization as a whole, as opposed to research or special areas of topical interest. This also reflected the formal bureaucratic nature of the work of academic librarians. The author concluded that:

... notions of participatory management appear to be more of a hope on the part of the librarians and a facade on the part of administrators. Although many of the librarians interviewed do believe that they have provided information to administrators for specific decisions, administrators tend to rely on two or three selected individuals in the organization for all information regardless of the nature of the decision or the individual's competence vis a vis that decision.

(McClure 1980, 13)

The author suggested that administrators who wished to move their organizations into a more participatory style of management should encourage the flow of information within the organization, and increase the opportunities for the organizational members to contact information services.

The Office Management Studies (OMS) programme of the Association of Research Libraries (ARL) described the status quo of staff development in 1981. Noting that efforts to strengthen staff development activities at ARL member libraries had continued despite curtailed financial resources and, in some cases, reductions in

staff, the OMS report stated that "changes in technology, staffing and work flow patterns, administrative structures, library systems and procedures, and academic programs have called for skills training in new areas and have posed the challenges of finding ways to provide this training with limited resources" (Association of Research Libraries 1981). The report focused on programmes and activities designed to provide many levels of general skills training related to the work performed in a research library, such as on-line computer work, cataloguing rules, conducting a reference interview, answering the telephone, etc. The report also pointed out that all research libraries continued to provide a general orientation programme for new staff members. Training in basic job skills was usually conducted on a one-to-one basis by the employee's supervisors at the work station. Additional training opportunities were available to improve skills in broader areas such as human relations, management and supervision, planning and decision-making, performance appraisal, and coping with organizational change.

In most libraries, the responsibility for coordination and administration of development activities rested with the personnel librarian. Only a few research libraries had established positions with specific responsibility for directing a staff development programme. Usually, committees composed of staff representatives from several departments and levels within the library worked independently or with the personnel librarian to plan staff development activities, assess training needs, and serve as a clearinghouse for information on staff development opportunities available. The OMS report showed that some of the major changes in the past few years in staff development activities included greater emphasis on skills training for supervisors and managers, more emphasis on human relations skills, and more training in technical skills associated with on-line computer systems. Increasingly, more staff at all levels were being included in planning and conducting needs assessment and training activities.

The frustration of not having appropriate developmental opportunities was discussed in many publications. Townley and Hollinger (1981) conducted an analysis that indicated that librarians in all types of libraries considered continuing library education to be important, but believed that their needs were not being met by current programmes. The continuing education courses deemed most useful by this group were those dealing with executive, personnel and management skills. Questions about scheduling, format, and location of continuing education programmes confirmed that all of these factors have an effect on attendance rates, with distance and meeting times being the principal deterrents to participation.

Garten (1981) maintained that staff needs that were both implicit and explicit within the automation-laden technical services setting of the library often did not receive adequate attention from the library's supervisory staff. Garten listed Blake and Mouton's four categories of issues that hinder development and production: power/authority issues, morale/cohesion issues, standards/norms issues, and goals/objectives issues. Though Garten's main focus was the impact of these issues on support staff in the technical services area of a library, the issues also affect professional librarians, particularly cataloguers. Often, questions of who has - or who thinks she or he has - authority in a particular decision-making context, and disputes with regard to standards or "agreed upon" goals and objectives can have a direct impact on library productivity. Garten stated that power and authority questions continue to be the most significant problem areas in most organizations and work units (Garten 1981, 5).

Garten outlined five sets of "felt needs and conditions," considered to be the minimal elements inherent in an automated work environment. These are the need for variety, with its element of task uncertainty, the need for social interaction, the need to identify with the entire operation, the need for task significance that assures the value of the work being completed, and finally the need for a high degree of autonomy. All of these are true for support staff as Garten pointed out, but are equally valid for professional staff.

Eaton (1981) described the staff development programme in operation at the medical library at the University of Texas. The programme's purpose was to provide continuing education for the library's employees, consisting of librarians, clerical and technical staff. Concurrently, the programme aimed to provide information concerning specific library services and programmes, to illustrate the interrelationships of the departments and the divisions within the library, to develop a sense of teamwork and loyalty, and to develop job pride. All courses were taught by volunteer staff members. An integral part of the programme was an evaluation of the efficacy of the programme's various components using a form developed for this purpose. Participants gave the majority of courses an effectiveness rating of ninety percent or more.

Staff development and training programmes ranging from initial orientation to on-the-job training are recognized management tools for directing job behaviour and performance. Eaton's review of existing library literature found very little material concerning evaluation of the programmes. Nevertheless, the method and the form recommended at the University of Texas medical library have the benefit of providing immediate feedback to the instructors. The library first conducted a needs assessment to determine the potential topics and courses, and then volunteer instructors were solicited. Eaton believed that the success of the programme was partly due to the voluntary nature of the programme, which provided innovation and variety each term. Other observed advantages were the continued interest of the participants, as well as the instructors' pride in their course presentations. A limit of two courses per person was established to limit class size and to prevent staff members from taking too much time away from their jobs. In his analysis, Eaton was satisfied that the goals of the staff development programme were met, as specific library information was provided, and staff from separate divisions were brought together to teach and to share information. The evaluation process provided the administration with a

guideline to measure progress and allow constructive comments to be forwarded from participants to instructors in an anonymous process. The staff exhibited greater job pride and responsibility than before, in addition to learning about various specific topics.

Jenkins et al. (1981) discussed efforts to encourage greater involvement by librarians in research. In light of increasing emphasis on the publication of research by academic librarians who are being considered for tenure or promotion, research becomes crucial to librarians in many universities. As the authors stated, "the daily work load of most academic librarians usually limits, sometimes severely, the possibility of systematically developing and pursuing individual research interests" (Jenkins, Cook and Fox 1981, 84). The lack of released time, clerical assistance, and adequate funding all indicate a lack of administrative support. Administration in turn is faced with the real possibility of reduced service to users, which is considered the institution's primary mission. The authors' experience shows how teamwork can be used to solve these problems creatively. Jenkins et al. recommended a structured group that can "narrow its focus from the philosophical and attitudinal issues addressed in previous years in order to serve these expressed needs" (Jenkins, Cook and Fox 1981, 86).

Rawles (1982) contended that, as libraries were organizations, library managers needed to recognize the changing economic, technological, and social conditions that required new management skills. He believed that the political and social movements of the past decades had changed the perceptions and behaviours of entire segments of the population:

People are striving for acceptance, dignity, and fuller participation in the decisions that control their lives. They want more from their jobs than titles and paychecks. Managers also expect more satisfaction from their work and want jobs that offer challenge. They too wish to be productive, to make a contribution, and to receive recognition for their efforts. These mutual needs of the managers and the managed can only be met if there is communication, trust, and cooperation on both sides. (Rawles 1982, xi)

Thus the need for the application of human resources development in libraries becomes more immediate. As Conroy (1982) pointed out, staff development was a key to effective operations even in automated library environments. She stated that few libraries had systematic staff development programmes with comprehensive learning activities or long-range planning for such programmes, and maintained that staff development had a vital role to play as electronic libraries came to the fore.

Trask's (1983) extensive report focusing on staff development in large libraries in Australia, with an overview of selected libraries in the United States and England, revealed that, though staff development activities are offered in Australian libraries, these activities are sporadic, and have limited planning or coordination. There are few written library policies on staff development. Operating pressures place great restrictions on staff involvement. Not all libraries file documents concerning staff participation in the personnel file and most do not have a designated annual budget for staff development. For those who do, the budget item is limited to conference/seminar attendance and travel.

In its 1982 report on professional development in research libraries, the Office of Management Studies (OMS) stated that although participation in professional development activities continued to depend heavily on individual initiative, current evidence indicated that libraries and their parent institutions were assuming greater responsibility for planning, encouraging and facilitating programmes. The report suggested that organizational and operational changes, as well as the growing pressure to improve productivity, were primarily responsible for libraries' increased interest in extending staff knowledge and skills. In the report, continuing education is defined as "supplementary work that may or may not contribute to an individual's responsibilities and advancement." Training programmes are generally part of development efforts designed to enhance job performance or introduce new skills and are applicable to all staff members. Professional development emphasizes

the personal and professional growth of a librarian in ways designed to benefit the individual, the library, and the profession. The report conceded that a library's ability to establish a comprehensive professional development programme depended greatly on available resources. It was found that most institutions took advantage of university programmes, training events offered by outside agencies, internships, library association programmes and other external programmes. The OMS report recommended that more energy and imagination be directed towards constructing more diversified professional development activities. A comprehensive professional development programme should begin with individual planning, goal setting, and performance review. It must take into consideration both the individual librarian's expectations for future responsibilities, and the library's requirements for furthering departmental and divisional goals. The report stated that personnel and management specialists believed that such professional development programmes provided an outlet for talented staff by giving them a means to enhance their professional interests and abilities while maintaining a commitment to the library and to a particular position. If this theory proves to be true, library administrators would want to interest more staff members in pursuing their own development activities. Libraries need to apply professional development gains towards library improvement, using limited funds to encourage development, and identifying and developing useful programmes.

The 1982 OMS report also found that, in the research libraries surveyed, consultancy and outside employment had become more common among academic librarians, with a corresponding increase in administrative concern about time spent away from the library, the frequency and extent of communication to the library administration about outside projects, and the use of institutional facilities and resources for outside projects.

Because travel requests usually exceed funds available, nearly all libraries have established criteria for allocating support. In some institutions, advisory committees have established criteria and make recommendations on disbursing funds. Some libraries provide fuller funding for participation in national organization meetings than for local events. Individuals who are presenting papers, serving on committees or assuming programme direction are most likely to have expenses partially or fully paid. By the early 1980's, financial constraints had limited the level and type of support that libraries were able to offer staff for individual development. With staff attrition, the inability to fill position vacancies limited the time available for outside activities. Nevertheless, the OMS report pointed to a growing recognition by senior executives that such staff development is vital to improve library performance. The report emphasized that the requirements of new technology and more complex functions called for more, not less, investment in the development of personnel, especially the professional staff. To offset this, libraries needed to find affordable ways to provide developmental opportunities. Examples include in-house programmes and local and regional cooperation supplemented by events sponsored by local, state and national library associations. The report concluded by pointing out that:

... as opportunities for outside activities proliferate and as librarians become more professionally active, it is probable that more vigorous evaluations of professional development programs will take place Regardless of focus, however, the key to a successful program will continue to be the selection of development priorities within the context of a library's specific needs and strategies.

(Association of Research Libraries 1982, 2)

Veaner (1984) noted that "the movement of task oriented work from the professional staff has been under way for at least a generation and has been well documented" (Veaner 1984, 623). Convinced that work is driven downwards in the work hierarchy and away from professionals once technology is applied to carry out

complex routines, he believed that "only a massive program of retraining, reorientation, and redirection can help to maintain the value of this most vital resource, the human resource, for the benefit of librarianship and its clients" (Veaner 1984, 624-625). This would require change in the focus of training programmes. Researchers in library science support their counterparts in organizational research in calling for an appropriate cultural environment to accommodate change in organizational focus.

Malinconico (1984) stated that organizational cultures determined "how their members interpret and act upon the reality that surrounds them." As organizational culture is strongly influenced by formal structures and techniques, any successful strategy for change must be tailored to fit the prevailing culture, or else the culture must be changed to accommodate the strategy. Therefore, "to ensure the success of an effort to change, training geared to support new cultural values is particularly important, even though a substantial amount of time and effort is required to bring cultural change" (Malinconico 1984, 792-793).

Looking ahead into the new century, Horney (1987) speculated that along with the greatly increased pace of change due to the acceleration of the availability of new technological applications, "we will also have to deal with the less tangible factor of our altering methods of conceptualizing" (Horney 1987, 11). Itemizing the various changes that will have profound impact on the corresponding services offered in the library, he concluded that:

Computerization is the determining technology of our era. This certainly makes it imperative that we understand the essential nature of computers . . . We must not let technology become a limitation to our perspective. The human factor will remain the most important element in the information services of the future, regardless of the form [the services] may eventually take.

(Horney 1987, 11)

Summary and analysis. The review of selected representative publications from library literature shows almost unanimous agreement on certain concepts. An academic library is a dynamic organization, and its most critical component for development consists of its staff members. The growth of the organization and the realization of its objectives depend primarily on the development, motivation, and job satisfaction of its staff members. Based on theoretical principles and practical considerations, a formally structured model of human resources development is necessary to ensure that a systematic development of human resources takes place. A key component influencing the effective implementation of such a model is the managerial support given to both the concept and the process. Deliberate administrative action is required to promote the necessary development.

Many researchers have acknowledged the influence of the understanding gained through research in the behavioural sciences. They call for a systematic application of a programme of human resources development in libraries, ideally with a designated person, or a committee, to be in charge of such a programme to ensure consistency, fairness and immediacy.

The impact of technology is reiterated by practically every researcher, particularly in the 1980's and 1990's. Lyman (1991) most recently summarized the impact of technology thus:

The system of scholarly communication is in crisis. It cannot be revived by returning to traditional models, for the origins of the crisis are to be found in radical changes in the economics of the traditional print library, in addition to fundamental changes in the nature of scholarly communication brought about by technology. The system must be recreated by a national dialogue in which the place of the library in the life of the scholar can be rethought, and the library's relationship to disciplinary societies, publishers, and technology can be redefined. (Lyman 1991, 34)

In this scenario, many writers are concerned that the tightened economy will force library administrators to give less attention to developmental activities. This will be counterproductive in the long run. Surveys show that the more extensively a library is automated, the more an ongoing programme of human resources development is needed in order to handle the continuous changes the library faces.

An analysis of library literature from the 1970's to the 1990's shows that a systematic programme of staff development has been called for consistently. However, surveys have found that such programmes are not available. Academic librarianship is at a crossroads, requiring a systematic application of human resources development of academic librarians to manage the changes faced by libraries.

Conclusion of Literature Review

Organizational literature in general, and library literature in particular, deal with internal and external changes occurring in institutions such as libraries. Societal changes lead to changes in student and faculty populations in educational institutions, as well as in the library work force. These groups are changing in age, gender and educational qualifications, and have rising expectations for both personal and professional fulfillment. Technological advances continue to bring about long lasting changes in the way libraries function and provide services within an institution, and interact with other libraries and user groups without. At the same time, the financial situation has changed the environment from affluence and abundance to austerity and restraint.

In addition to these changes springing from external forces, academic libraries, as part of educational institutions, may be buffeted by changes that the parent institution is experiencing in leadership and organizational structure. Library literature notes that a leadership change in a library might be reflected in changes in

its organizational and internal reporting structures, as well as in services provided, and interaction between library units and with other departments in the educational institution. In effect, practically all aspects of library work would be affected.

The literature review showed that any development in an organization is caused by change, and in turn causes change. A programme of human resources development thus will be effective only to the extent that it matches the changes which cause it, and which it causes in turn. Research in human resources development in academic libraries will have to determine first what changes are experienced in academic libraries, and which of these require human resources development. Since the programme has to fit the requirements of a particular library, the study has to narrow the consideration further by determining the changes that are most significant to the library, and to the group under study, and what level of human resources development these changes require. For the purpose of this research, the focus will be on academic libraries in seven institutions in Manitoba.

What constitutes an effective human resources development is determined by how well the targeted group is able to cope with change(s). In the context of the present study, the more equipped an individual librarian or a group of academic librarians find themselves to be in their ability to be effective, given the changes currently identified as occurring in their library, the more it is possible to determine that the development programme in their library is enabling them to meet the challenges of change. If the assessment shows that the librarian does not believe himself or herself to be equipped in order to be effective, then the librarian's development programme needs to be strengthened.

As defined in the related literature, a human resources development programme may include a programme that entails the acquisition of a particular skill, knowledge or a change in attitude. All developmental incentives, activities and opportunities are part of the human resources development programme. This would include activities such as on-the-job training, participation in workshops, conferences, etc., to handle the changes occurring now; education through workshops, courses and

degree programmes to cope with anticipated changes; and development in preparation for what may be occurring or changing. The programme also refers to incentives and opportunities that will encourage individuals to participate in developmental activities, such as research/study leave to provide time for these activities; reimbursement of costs incurred for these activities; job enhancement such as coaching, job exchange, job rotation, etc.; and career development that enables individuals to match their goals with anticipated changes. In addition, an important component of human resources development is a positive managerial attitude which includes encouragement of potential and recognition of achievement in individual employees and helps to develop more motivation and commitment. All staff recognition activities such as merit pay, letters of commendation, performance appraisal and attitudinal support, come under this category.

The human resources development literature emphasizes that it is important to determine first what incentives, activities and opportunities are already available, and then evaluate the level of employee satisfaction attained. Such a needs assessment will help to determine which of the incentives, activities or opportunities needs strengthening, as well as what new, additional or different skills, knowledge or attitudes are still needed to manage the changes identified as most significant in the library in question. It is also necessary to determine whether there are barriers that may prevent implementation of the needed activities, and if so, what solutions are possible for overcoming these barriers. Removal of barriers should go hand in hand with the implementation of needed activities.

The literature review shows that any programme, in order to be effective, should have ongoing evaluation. A programme of human resources development, in order to be effective, should satisfy both the personal needs of employees and the organization's needs. The extent that a librarian is able to determine the need for a developmental activity, and also to initiate such an activity, is the extent to which he

or she will achieve personal satisfaction. As well, to the extent that the librarian sees this as a joint partnership with the supervisors and senior administrators, she or he will also perceive this development as satisfying the needs of the library and the parent institution.

The human resources development literature emphasizes that the organization's needs are satisfied when there is a good "fit" between the library's human resources development programme and its administrative strategy. The better the fit, the greater is the effectiveness of individual librarians in meeting job requirements, the effectiveness of the library in meeting its objectives, and the effectiveness of the parent institution in meeting its overall objectives. In order to evaluate the "fit," the perception of the librarian is critical. There should be a clear understanding of the library's prevailing administrative strategy. Significant human resources development in the library is achieved where the senior administration of the library treats human resources development as part of strategic planning, with employees to be developed as assets in keeping with the goals and objectives of the library.

In the context of a good "fit" between an academic library's human resources development programme and its administrative strategy, the role of the faculty union for the academic librarians becomes particularly significant. The traditional adversarial position of management and labour can no longer be maintained without hurting the organization and all its members. As stated in Chapter One, human resources development calls for a partnership between the management and the staff, both groups working together in furthering the goals of the organization as well as those of the individuals.

In another way also, the traditional position of the relationship between these two groups has to change. In these times of budget restraint, maximizing individual potential becomes a key factor in maintaining the welfare of both the

organization and the individuals connected with it. The principles of seniority and equal treatment become secondary to the consideration of individual motivation, capabilities, work efficiency and effectiveness.

Human resources development is a process, not a product. In an academic library, it should be viewed as a process that allows motivated employees to function optimally, but also should be effective in instilling motivation in non-motivated employees.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The Research Design

Overview. In the conceptual framework for this research, the human resources development needs of academic librarians in an institution must be determined before relating these needs to an appropriate human resources development model. Therefore, the first stage of the empirical study included collecting data from academic librarians in Manitoba, and a preliminary analysis for each academic library, to determine the human resources development needs caused by changing conditions. The data were used to evaluate the developmental activities currently undertaken to meet these needs, as well as the additional activities that are required to satisfy expressed needs, the barriers that prevent the implementation of required activities, and the potential solutions to these problems. In the second stage of the study, the collected data were compiled and analyzed in terms of the theoretical and empirical background of human resources development and management. The third stage involved the development of a model of human resources development for academic librarians in post-secondary institutions in Manitoba.

The research design for the first stage of preliminary data gathering and analysis included both qualitative and quantitative analyses of needs assessment data gathered through pertinent documents, interviews of administrators, and surveys of academic librarians. The seven academic libraries studied included three university libraries, one college library, and three community college libraries, with a total of seventy-eight librarians, including seven administrators. These seven academic libraries in Manitoba were broadly grouped as follows: research libraries that serve

undergraduates, graduate students and faculty; undergraduate libraries serving primarily undergraduate students and faculty; and community college libraries, catering to post-secondary non-university students and instructors. Of the academic libraries surveyed, only one was regarded as a research library. It employed one chief librarian and fifty-three librarians (excluding the researcher). There were three undergraduate libraries, each employing a chief librarian and three to seven librarians, with a total of fourteen librarians. The three community college libraries had one chief librarian and between one and three librarians in each library, amounting to a total of five librarians. The "administrators" of two of the community college libraries were counted as librarians rather than as chief librarians, because they did not have equivalent administrative power or responsibility. As well, in one of these two community colleges, the administrative response came from a college administrator whose jurisdiction included the library. The libraries were grouped in a manner to ensure anonymity for the individual librarians in the small libraries, who otherwise might have been identified in any separate listing by institution.

Documents. All the libraries had documents concerning staff development facilities currently available to the librarians. However, only one library had archival materials dealing with past staff development practices accessible for research use. None of the institutions had a separate staff development manual for librarians. Invariably, the staff development programmes and facilities were listed as available to librarians as part of their rights as members of a particular union or a working group. In each case, available documents were obtained from individual libraries, describing the structure and management of their programmes of human resources development or staff development. Tables of data identifying similar programmes and facilities of staff development were drawn, and the unique features of each library were noted.

These documents were useful in providing factual information on current practices in human resources development, and helped verify information obtained from librarians through interviews and questionnaires. Where documents on past staff development practices were available, a historical overview of human resources development for that particular library was constructed.

Interview data. Data were obtained by interviewing the administrators of the academic libraries, including taping the interviews when permitted. In addition to voicing current financial concerns pertaining to human resources development, the administrators provided their views on the present status and future prospects for human resources development in their libraries. This information, including transcripts of taped interviews, was analyzed, and the similarities and differences in their views were noted.

For this study, it was crucial to ascertain how much support the administrators gave to human resources development programmes. As stated earlier, literature on organizational development, human resources development and human resources management, reiterates that top-level administrative support is an important ingredient for the successful implementation of a programme of human resources development. As well, major differences between the administrators' perceptions of which facilities were provided and the perceptions of the librarians regarding the provision of these were noted.

Survey data. Copies of the questionnaire, which had been pilot tested to ensure clarity and specificity, were sent, along with a covering letter assuring confidentiality, to seventy-two academic librarians in Manitoba. The questionnaire was designed to identify individual librarians' perceptions and concerns about human

resources development. A total of fifty-three responses was received for a response rate of seventy-four percent. Wherever relevant, numerical values were assigned to the data, and the values were tabulated and compared. Sometimes, however, the main issue was not the number of respondents who stated a particular viewpoint, but the viewpoint itself. These data analyses were used to answer the research questions, and identify the features needed for a human resources development programme in an academic library. Based on the identified features, a human resources development model was proposed.

The use of the survey method ensured confidentiality for the librarians. Individual respondents were never identified. For the purpose of grouping, institutions were only identified through the self-addressed return envelopes provided. Copies of the instruments used for the interviews and for the survey are appended. Before reviewing the research procedures undertaken for this study, the rationale for the research design is discussed.

Research Design Rationale

Overview. The call for vigorous quantitative and qualitative research, along with the case study approach (Roback 1989), is applicable also to libraries. As stated by investigators in educational research (e.g., Guba and Lincoln 1982; Cohen and Manion 1980), the nature of the problem under investigation determines the research design used. Specifically, one must identify the relevant questions, determine the most suitable methods of investigation, and examine how the response to these issues may influence the nature of the study, the questions raised, and the methods used to answer them. Though library literature is mostly limited to the narrower concept of staff development, there is a growing recognition of the importance of human resources as a primary asset for organizational development. As of yet, however, few specific theoretical frameworks and systematic analyses of human

resources development exist in academic libraries. The purpose of this study is to consider the concept of systematic human resources development, and the increasing importance of human resources management in academic libraries as part of the administrative concern of educational institutions.

An analysis of the recurrent theoretical debate encountered within the field of educational administration is pertinent here. In Chapter One, the different viewpoints about the nature of educational organization were presented as part of the review of organizational literature. The controversy surrounding the issue of the nature of educational organization is elaborated further to include the debate based on educational administration as a field of study. The direction for research in this area is determined by the following questions: What are some of the issues surrounding research in educational administration? What implications do these issues have on the proposed research on human resources development in academic libraries? Because of the importance of evaluating the rationale of the research design, as part of this chapter on research methodology, the two basic paradigms of inquiry in educational literature are considered in the context of the theoretical debate and the responses the debate has generated.

Educational administration as a field of study. Researchers in the field of educational administration have been engaged in an intense internal debate about the nature of the field, the most important research questions to study within it, and the most suitable methods of inquiry. This recurrent debate is indicative of the difficulties inherent in theory construction in social sciences, for "unless a theory fits the data it is constructed to explain, it is of little scientific value" (Parsons 1950, 16). Riffel stated that, in educational administration, theory has at least two uses: "Contemplative, serving to focus our inquiries and organize information we gather in

such a way as to heighten our understanding . . . [and] executive, providing a basis for thoughtful, deliberate and directed action" that leads to the improvement of organizational practice (Riffel 1978, 140). In this study, the theoretical analysis will provide a basis for the construction of a human resources development model for use in academic libraries.

The two basic paradigms of inquiry in research theory are the rationalistic or normative, and the naturalistic or interpretive (Smith, L. M. 1979; Cohen and Manion 1980; Guba and Lincoln 1982). The rationalistic paradigm is exemplified by the statement that there are definite universal laws determining social behaviour. Data gathered according to this model can be used to develop generalities about objective reality with the aim of prediction and control. On the other hand, according to the naturalistic paradigm, the knowledge needed to understand human behaviour can only be acquired through inquiry into the dynamic nature of social interaction and that reality can only be studied in a holistic manner. The aim is to provide an explanation based on data generated by the study of the situation itself.

During the 1950's and 1960's, researchers generally agreed on the desirability of modelling the study of educational administration on the methods and concepts of the established social sciences. Their main conceptual orientation was structural functionalism (Riffel 1978, 142). Burrell and Morgan discussed "the fundamental commonality of perspective in terms of basic, 'taken for granted' assumptions" within this paradigm (Burrell and Morgan 1979, 106-108). They also noted that "ontologically, epistemologically and methodologically, structural functionalism has been based upon models derived from the natural sciences" (Burrell and Morgan 1979, 57). This model was epitomized by the scientific method, a goal-oriented approach useful in precisely controlled inquiry. In the scientific method, the research hypothesis is formulated in terms of the expected change in the system in response to a deliberate alteration of the environment. A null hypothesis, suggesting

that the expected change will not occur, is also stated. The researcher then collects and uses data to either confirm or refute the null hypothesis, and validate or invalidate the original thesis.

The unrestrained faith in the power and value of scientific inquiry in educational administration set the scene for the debate initiated by Greenfield in 1974. Describing the "naturalistic" and "phenomenological" perspectives, Greenfield pointed out that "each of these views has implications for the theory of organizations and for research undertaken in line with such theory . . . These contrasts have implications for a number of practical questions in the conduct of affairs in organizations" (Greenfield 1974, 3).

Greenfield recommended that "research into organizational problems should consider and begin to use the phenomenological perspective" (Griffiths 1977, 4). The phenomenological perspective deals with individuals, and seeks to understand their interpretations of the world around them (Greenfield 1974, 6). From this viewpoint, the aim of theory should be explanation and clarification (Greenfield 1974, 7). The descriptive approach does not seek to control the variables of the human condition but treats them as an underlying assumption. Greenfield's notion, that an organization is dependent upon meanings and purposes which individuals bring to it from the wider society, led him to suggest that the study of educational administration in organizations should place more emphasis upon open-ended inquiry, and less upon proposing new strategies for improving organizations. He encouraged researchers to "look more carefully for differences in objectives between different kinds of people in organizations and begin to relate these to differences in power or access to resources" (Greenfield 1973, 559). Greenfield urged a deeper and more thorough understanding of "the varieties of experience people have within the organization," and stressed the importance of determining which of the varied and often conflicting

viewpoints commanded decision-making powers (Greenfield 1973). Organization theory thus encompassed the set of meanings which yield insight and understanding of people's behaviour (Greenfield 1974, 6). Greenfield reiterated that:

. . . the study of organizations provides a rich source of ideas and experience for those who explore human action and would ask how we might best understand it and learn from it. The basic problem in the study of organizations is that of understanding human intention and meaning. Hence the root problem of organization dissolves into questions about what people do, why they do it, and whether what they do is right. (Greenfield 1980, 26-27)

Greenfield considered philosophical and value questions to be the heart of administrative action. He defined the nature of organizational reality, as well as theory, validation, and research methodology (Greenfield 1978). Given that, to some extent, individuals themselves can determine to which organization they belong, Greenfield wanted to know how the goals of individuals were transformed into the goals of the organization. He argued that there should be more effort made to understand the specific meanings, purposes, and problems of specific individuals in specific organizations (Greenfield 1973). Considering schools to be organizations in their own right, he stated that "we need to know more about the objectives of people in schools . . . how they change, and whose goals hold the day when conflict and disagreement arise about what should be done, how, when, where, and to whom" (Greenfield 1973, 567). Rather than determining which organizational designs were capable of achieving specific educational goals, Greenfield attempted to ascertain who believed in these goals, and believed they knew how to act so as to achieve these goals. Similarly, his greatest concern was not how order should be maintained, but rather who did maintain it, how, and with what consequences (Greenfield 1974). Greenfield believed that the answers to these questions would not only clarify what happens in educational institutions, but also would make people more cautious in assessing educational institutions, and less willing to prescribe a single simplified solution for their improvement (Greenfield 1973, 567). He was convinced that the

focus of investigation should not be "what should be done to improve this organization," but rather, "among the people here involved with one another, whose meanings define what is right to do" - the difference between these questions being the difference between *ought* and *is*.

In keeping with his emphasis on recognition of individuals in an organization, Greenfield called for a human perspective in understanding and assessing organizations in terms of individual experiences (Greenfield 1973, 561). The case study and comparative and historical methods became the preferred means of analysis, rather than quantification as in mathematical models. "In methodology, research should turn to these methods which attempt to represent perceived reality more faithfully and fully than do the present highly quantified and abstruse techniques" (Greenfield 1974, 13). Greenfield acknowledged comparative and historical analyses to be "the most difficult and least practised of the methods of organizational study" (Greenfield 1978, 7) and decried the scientific method of controlled experimentation as "mindless, logical positivism." He affirmed that theory should be built from data, rather than data selected to confirm theories developed apart from the data. This required researchers to build data from observations in specific organizations. He also recommended a method of inquiry that would allow us to "first seek to understand . . . the subjective rationality of those involved with (organizations) before we try to transform them" (Greenfield 1973, 567). He argued that "the logic of the researchers' analysis can have no force in the everyday world unless it conforms to the logic that people use in everyday situations" (Greenfield 1978, 13). Greenfield dismissed the fear that this method of inquiry would doom researchers to an unending study of specific people in specific situations: "the loss of sweeping generalization about organizations is no great loss . . . The smaller explanations at least have the virtue of connecting with something we recognize as reality" (Greenfield 1978, 15).

Griffiths (1977) accepted that the traditional paradigm could be critiqued through two major approaches: by consideration of the changing posture of individuals in an organization, and from the viewpoint of phenomenology. He admitted that the phenomenologist is correct in abandoning abstraction in describing the behaviour of people in organizations. Similarly, the concept of a single bureaucratic structure type is no longer useful, since bureaucracy takes different forms in different settings. Griffiths concluded that theories should not be built unless they are validated through research. He believed that modern theories were not suited to describe or predict the behaviour of people in organizations, as these theories were proving to be inadequate when tested in field study, and that it was time for a new paradigm for the study of educational administration. His position fell between the two extremes of the traditional scientific view and the phenomenological perspective. Griffiths concluded that "rather than attempting to build theories in which individuals are central, we must try to construct theories that reflect the actual balance among people, organization, and environment so as to be of value in specific situations" (Griffiths 1977, 15).

Griffiths' work in 1979 illustrated the turmoil that he found in the field of educational administration. He called for the resolution of epistemological issues to answer such fundamental questions as: is an organization a closed concept in which the methods of natural science are applicable, or an open concept in which a different approach is necessary? Griffiths supported Greenfield in calling for theorization about particular types of educational organizations, but cautioned that careful sifting of research and theoretical findings was needed to determine the most useful approach in different educational organizations (Griffiths 1979, 60).

The debate was still evident in 1980 when Willower admitted that theories were frequently not put into practice. "The limits of science and especially social science, the difficulties of application, and the indifference of many in the field, have undoubtedly contributed to a certain disenchantment with theory in educational

administration, a disenchantment in harmony with the character of the time” (Willower 1980, 2). However, Willower found that the phenomenological approach lacked a clear epistemological position and stated:

The obvious strengths of qualitative methods lie in the production of new concepts, ideas, and hypotheses, and in the immediate and holistic character of the information presented. But such methods have their own problem. Words like selectivity, classification, unit of analysis, and representativeness suggest some of them. Plainly, qualitative methods often require and benefit from the incorporation of quantitative elements . . . Methods are fundamentally tools that should be freely chosen to fit intended purposes. (Willower 1980, 11)

Holmes (1986) also described the current applications of organizational theory to the study of educational administration. The positivist mainstream assumes that human behaviour in educational organizations can be discovered, understood and predicted by discerning underlying administrative principles, and holds personal values to be peripheral and problematic. Holmes supported Greenfield by advocating case studies and histories, but disagreed with parts of Greenfield’s argument:

The subjectivists are on the horns of dilemma. If they truly believe in ultimate subjectivism, they must conduct case studies, with each one being a beginning and an end in itself. If they conduct case studies as implicit samples of a larger picture, their generalizations should be subject to the same laws of science as those of mainstream. (Holmes 1986, 43)

Hodgkinson (1986) conceded that the debate, although more philosophical than scientific, “may have wrought a paradigm shift in our thinking about organizational reality, research methodology, and administrative theory” (Hodgkinson 1986, 5). Nonetheless, he disagreed with Greenfield’s position and believed that organizations, invested with beliefs, attitudes, values, and ideology, often persist beyond the tenure of participants in the organization. This persistence, he theorized, was manifested in organizational mores, customs, symbols and tradition, leading to the institutionalization of values.

According to Riffel (1986), "quite predictably, the reaction against Greenfield was immediate, intense and acrimonious." More than a decade after Greenfield's original presentation, Riffel found that:

While the debate has subsided somewhat, the dualisms and issues which can divide theorists are now widely familiar: objective versus subjective views of social reality; hypothesis derived from theory versus propositions obtained through reflection on experience; quantitative versus qualitative approaches to methodology. (Riffel 1986, 158)

However, Riffel considered the debate and the resulting pluralism to be confined largely to technique, and not concerned with the underlying theories of administrative action. Many critics found this exclusive concern with technique to be dangerous because it relegated other concerns to the background. Riffel argued that "we should move away from a posture which is largely theoretical, and restricted in scope, to another which is more broadly reflective and more encompassing of human thought and experience" (Riffel 1986, 159).

In summary, a consensus has evolved in educational literature that educational administration as a field of study must be concerned with value issues and encompass human thoughts and experiences. As well, a theory should be built from, and validated through, data. The consensus is also evident that both qualitative and quantitative data gathering methods are valid in conducting open-ended inquiry or research.

In the context of the present research, many related research questions emerge from the debate initiated by Greenfield. Where does the study on human resources development in academic libraries fit into this discussion? Academic libraries are part of educational institutions and, as such, a study of human resources development among academic librarians is increasingly important to the administration of the institution. Does the theoretical debate initiated by Greenfield about the nature of an educational organization and the most suitable methods of inquiry, have a

bearing on the design of this study of human resources development? Before reviewing data from the case studies, the research design is analyzed for its appropriateness and thoroughness within the context of the theoretical implications of educational administration as a field of study.

Design analysis. The phenomenological view, which deals with the individual's interpretation of his or her surroundings, seems best suited for this study regarding human resources development of academic librarians, in which the basic goal is to understand the intention and meaning of human behaviour. The differences in objectives between different levels of personnel within a library and in various libraries would be meaningful, particularly when associated with differences in power or access to resources. The case study, through interviews and questionnaires, and comparative and historical methods through a documentary review, are the preferred means of analysis for this study, as they enable one to consider first the individual, and then his or her interpretation of the environment. The naturalistic paradigm is also appropriate for this study, since the purpose is to investigate the behaviour and interaction, as well as opinions and concerns, of academic librarians, so that the importance of human resources management can be evaluated and a suitable human resources development model constructed.

The data, once tabulated and analyzed both quantitatively and qualitatively, were used to analyze human behaviour, and construct a human resources development model for academic librarians. The method of inquiry should enable one to "first seek to understand in terms of the subjective rationality of those involved with (organizations) before we try to transform them" (Greenfield 1973, 567). By obtaining data from academic librarians and administrators of individual libraries before constructing a model of human resources development, theory was built from data, instead of data being used to confirm a preconceived theory.

Organizational literature has shown that, in order to know how the goals of the individuals in an organization become the goals of the organization, it is necessary to know whose goals prevail, and whose viewpoints command decision-making power. Accordingly, the case study method was able to provide the kind of specific data needed to analyze the dynamics of an evolving human resources development model. This method also provided insight into the library administrator's role in implementing an effective human resources development programme, while alternate concepts and strategies were examined in light of the data collected. The case studies from Manitoba may not fully portray the conditions existing in other academic libraries in Canada. However, the topic has sufficient universality that the general conclusions derived from the case studies can be extended to other academic libraries.

The data from the case studies were collected through documents, personal interviews and surveys. Each method has its advantages and disadvantages. Taken individually, each method presents a subjective view of events, as it records an individual impression of the issues in question. As well, these methods limit the study to an examination of the existing information, even if there are significant gaps in crucial areas of the study. However, these disadvantages were minimized in this study by corroborating data collected by one method with data collected by other methods.

Each method of data collection added a unique feature to the analysis. Relevant documents provided factual historical data, as well as the current status of policies and procedures dealing with human resources development in a particular institution. The strengths of the interview as a data collection method are well recorded in research literature (Guba and Lincoln 1987, 153-188; Marshall and Rossman 1989, 82-83; Yin 1984, 84-85). This method is flexible, both in terms of time constraints and the ability it gives the interviewer to adapt to each subject. It provides a high response rate, and the possibility of eliciting in-depth data from the

interviewee. The interview data provide information about past events, many of which may not be documented and, by establishing rapport, the interviewer can often obtain data that subjects may not volunteer on a questionnaire, particularly when subjects are expressing their thoughts, attitudes or reasons for particular actions. As the administrators of academic libraries are involved in setting policies and directions, including those for human resources development in their libraries, the individual interviews of the administrators helped to keep the needs assessment focused on the short-term and long-term objectives of the institutions, as well as on the realities of the constraints the administrators faced.

By reaching a wider number of respondents through the survey of academic librarians, and by allowing content analysis as well as numerical synthesis of key issues, the data generated by the questionnaire added validity to the conclusions drawn from individual interviews. The questionnaire gathered both quantitative and qualitative data. As stressed by Mackinnon et al., "there is no inherent parallelism between qualitative and interpretive, or between quantitative and positivistic" (Mackinnon, Young and Hansen 1990, 45). In the final analysis, the technique used is "a way of thinking about educational administration that is more useful to practical, ethical purposes" (Riffel 1986, 159), satisfying Greenfield's maxim that the aim of theory should be explanation and description, not dictation. Care was taken to provide an open-ended inquiry into the libraries studied. Thus, the data generated were important not only to understand organizational behaviour but also to provide a basis for the organization's future plan of action. As suggested by Holmes (1986, 43), the generalization drawn from the inquiry can also be extended to understand similar circumstances in other organizations.

Surveying the librarians through questionnaires rather than through personal interviews or focus group interviews also ensured that the librarians were able to

respond in a non-threatening environment. This was particularly crucial as the researcher herself is a librarian in one of the libraries being surveyed. Allowing the librarians of this library to respond through the questionnaire enabled them to remain anonymous. Extending the same method to other libraries studied assured uniformity in response.

As Willower (1980) noted, the qualitative method benefits from the incorporation of quantitative elements, and vice versa, as was the case with the questionnaire used in this research. Reasons for low or high response rates for particular questions were determined through a qualitative analysis of the respondents' comments. While the data obtained through the survey served as verification and as a quantifying tool, the interview data provided qualitative data from the administrative perspective. In this manner a deeper understanding was gained of the varieties of experiences people have within specific libraries.

The decision to use the naturalistic paradigm and the case study approach in this research raises important methodological issues. One basic issue is that of observer bias. The researcher must guard against his or her own perceptual biases. A variety of data sources and data gathering methods, such as interviews, surveys and documentary analysis, were used concurrently to permit cross-checking of overlapping data and interpretation. Such methods, as well as participant reaction at the time of pilot testing of the survey instrument, were utilized to guard against researcher-induced distortions.

Another critical issue is that of validity, or what Guba and Lincoln (1982) term "transferability" or "generalizability." This exists if enough "thick description" is available about the cases being studied in order to make a reasoned judgement about the degree of transferability. In this study, "thick description" was provided through the analysis of documentary data sources for each of the cases to be studied, in addition to results obtained through interviews and the survey. This procedure

gave the findings some degree of transferability. The synthesis of both qualitative and quantitative analyses, against the background of literature review and documentary analysis, helped to emphasize specific developmental features and to construct a human resources development model that would be responsive to the needs of the academic libraries as well as the librarians.

The design and analysis of the questionnaire. As is evident from the review of library literature, human resources development is a comparatively new term often used interchangeably with certain older terms that have narrower meanings, such as "staff development" or "personnel development." This was also the case in the documents from the individual libraries being surveyed in this study. It was necessary for the survey respondents as a whole to have a uniformly correct understanding of many of the components of human resources development. To ensure this, the first question in the survey dealt with developmental incentives, activities or opportunities being offered in the library under study. This enabled all the respondents to start from a familiar topic, and allowed a greater understanding of the succeeding questions on human resources development. The incentives, activities and opportunities were subgrouped under broad categories that would enable the respondents to conceptualize and clarify their answers. The question also was formatted to allow a greater facility of response.

As part of this question, respondents were asked to indicate their level of satisfaction with the human resources development activities offered in their institution. Each respondent stated whether or not a particular incentive, activity or developmental opportunity was offered; and if not offered, whether it was desired by the respondent. Also, in cases where an incentive was offered, the respondents stated whether or not it was considered to be satisfactory in achieving its purpose. For this question, the positive response was considered to be choice #1 ("offered and

satisfactory"). A negative response was obtained by adding the number of "offered but unsatisfactory" responses (choice #2) and the number of "not offered but desired" responses (choice #3). To evaluate the level of satisfaction or dissatisfaction with each activity, incentive or opportunity, only those instances in which the activity in question was desired were taken into account. Responses of "not offered not desired" (choice #4) or "no answer/not applicable" (choice #5) were excluded from the calculation.

The review of organizational and library literature showed that any development is initiated by change, either internal or external to the institution. Internal changes in a library would include library automation, leadership change, changes in library organization structure, etc. External changes in a library would include changes originating outside the library, either within parent institution or in society. Outside changes within the parent institution for an academic library would include changing faculty, changing student population, leadership change in the university/college, changes in the organizational structure of the university/college, etc. Societal changes could influence the nature of work force, as well the library's interaction with other libraries. In Question 2, a systematic list of potential internal and external changes mentioned in the literature review was compiled. As far as possible, a logical progression of ideas from internal to external changes was maintained by listing related or sequential changes together. Respondents checked off the various changes in their libraries that would require human resources development.

In Question 3, respondents identified the five most significant changes occurring in their library, listed in order of importance. This helped to narrow the focus from generalities to specifics, and also allowed for comparison of the specific changes identified by individuals with those checked in Question 2 as needing human resources development.

The respondents were then asked in Question 4 to rate their ability to serve their library users, given the changes currently occurring in libraries. As described in the literature review, the ability to manage any change requires development, and the better equipped the employee believes himself or herself to be in order to manage changes, the more developed he or she becomes in acquiring skill or knowledge. If the changes specified in Question 3 as "most significant" matched those identified earlier in Question 2 as needing human resources development, then a high satisfaction level with the ability to serve the library clientele would imply that the library in question had an effective human resources development programme. The respondents were also asked to give reasons for their choices. This helped to clarify their positions.

A change in an organization often calls for a particular knowledge, skill, and/or a change in attitude. In Question 5, the respondents were asked to list up to five new, additional and/or different skills, knowledge and/or attitudes that were required for the librarians to manage the changes identified in Question 3. This type of prioritized list could be used to construct a development programme to satisfy the needs of librarians in an institution, especially if a majority of them express similar needs and concerns.

Having determined the skills, knowledge and attitudes required for librarians to manage changes in academic libraries, the natural progression is to consider who initiates staff development activities in libraries and how the need for these activities is determined. The extent to which an employee is able to be part of the decision-making in the shaping of his or her working environment determines the extent to which he or she is likely to take ownership and responsibility for the outcome. Respondents were asked in Question 6 to specify who initiated staff development activities in their libraries. The choices given ranged from librarians and higher levels of administrative hierarchy, to a broader and more formally structured working group of people, such as a staff development committee. Each level of decision-making offers

both advantages and disadvantages, as noted in the literature review. The closer the librarian is to the decision-making process, the more responsible he or she feels for the outcome. On the other hand, in more formal structures such as a work group, or a library administrator at a higher administrative level, equality of access to staff development opportunities can be assured to all employees. Similarly, in Question 7, respondents ranked in order of frequency the ways in which the need for developmental activities was determined. As previously noted, each method has its own advantages and disadvantages, and the data from Question 7 helped in formulating a human resources development model for the library.

As noted in the reviews of both organizational and library literature, developmental activities ideally should satisfy three different levels - the employees' personal needs, the library's needs and the university or college's needs. A link is created when activities satisfy all three levels, and both organizational and individual needs are met simultaneously. In Question 8, the respondents were asked how effective existing human resources development activities were in satisfying these three levels. The respondents were also asked to give reasons for their choices. This was helpful in the subsequent qualitative analysis.

Question 9 dealt with developmental activities or incentives which were still lacking in individual libraries. Respondents also listed the barriers, both actual and potential, which they believed were preventing the implementation of needed developmental activities. In addition, the respondents were asked to suggest possible solutions to overcome the barriers to human resources development that they saw in place in their libraries.

Both organizational and library literature emphasize that, for a human resources development programme to be effective, it should be well matched with the administrative strategy of the organization. The next four questions tested this

statement in the context of the academic libraries. The respondents were asked in Question 10 to indicate what their individual library's prevailing administrative strategy was. Various strategies were listed from which the respondent could choose, including a "don't know" column. In the context of human resources development, not knowing the library's administrative strategy indicates either that the library did not have a strategic plan, or that communication within that library was lacking, a situation which suggests a need to improve the human resources development programme.

In Question 11, the respondents were asked to state what overall administrative approach they believed would be most productive in achieving significant human resources development in their library. By comparing the answer to this question with the answer to Question 10, one could determine the congruence between the ideal situation from the librarian's point of view and the situation that he or she believed existed in their library.

The respondents were asked in Question 12 to match their library's present human resources development programme with their library's prevailing administrative strategy. This determined the extent of the "fit" between the development programme and the administrative strategy. Both for this question and for the following question, the respondents were asked to give reasons for their choices. This helped to clarify the choices made and also provided data for qualitative analysis.

In Question 13, the respondents evaluated the impact of the existing fit between their library's human resources development programme and its administrative strategy on three specific outcomes: the effectiveness of individual librarians in meeting job requirements; the effectiveness of the library in meeting its objectives; and the effectiveness of the university or college in meeting its objectives.

According to the literature review, the tighter the fit between the human resources development programme in a library and the library's administrative strategy, the more effective the librarian, the library and the educational institution itself.

Participation in a human resources development programme is invariably associated with individuals who have a positive approach and are highly motivated. Question 14 addressed the problem of non-motivated librarians. The respondents were asked to state the most effective method, in their libraries, of motivating non-motivated librarians.

Finally, in Question 15, the respondents were asked to comment on any other aspects of human resources development in their library that were of importance to them. The questionnaire was concluded by requesting the respondents to state the number of professional staff they work with on a daily basis; the subject discipline they were mostly associated with; and the type of supervisory responsibilities they had. This information was sought for statistical purposes in order to correlate with the responses.

The research design involved surveying all the academic librarians in Manitoba through the questionnaire described. The data thus compiled were analyzed both qualitatively and quantitatively. The analysis consisted of quantitative computation where numerical values were assigned to the answers, and qualitative content analysis where the content of the statements was evaluated. A systematic method for quantifying responses from the questionnaires was devised. For instance, where more than one answer was given, a numerical ranking was requested. If no ranking was given in the answer, although more than one choice had been selected, where applicable, the values for all the choices selected were counted as rank #1, on the rationale that all the choices had been considered equally important. In addition, where no answer was given for a particular question, or answers such as "don't know" or "not sure" were stated, a separate numerical value was assigned. The

number of such answers for a given question provided valuable insight into the librarians' awareness of, or interest in, a particular issue. Personal feelings or experiences often strongly influenced the answers provided, whether it was in choosing a particular value, providing a ranking, or volunteering a statement. Hence quantitative and qualitative analyses were used interchangeably, enabling one type of data to lead to either analysis. Computing averages for any numerical result was avoided because of the small number of responses involved for each answer. Wherever applicable, percentages were calculated to provide a context for the varied responses.

Limitations of the Study

This study is limited to human resources development in academic libraries of post-secondary institutions in Manitoba. It is recognized that the development of all staff members is necessary for organizational well-being. However, this study focuses exclusively on professional librarians. Library automation has brought about many changes in the professional lives of academic librarians, calling for accelerated changes in their training, attitudes and motivation. Where faculty rank is given, professional librarians in universities are expected to undertake and/or participate in research activities that contribute to their own professional development. The need for a formally structured model of human resources development that enables academic librarians to meet these requirements was carefully examined.

One of the incentives for academic librarians to undertake professional development is the provision of faculty status, which recognizes the academic nature of the librarians' function, and also provides a link to the faculty. Library literature, as well as data collected from archival materials for the case studies in this study, point to a close relationship between the unionization of librarians as part of the faculty and

the recognition of the academic status of the librarians. While recognizing the importance of faculty unions and librarians' associations or councils for the professional development of academic librarians, in this study, only the union aspect was considered to be part of the historical development. This development included achievement of faculty status and representation on the academic senate. It is beyond the scope of this study to examine further the involvement of librarians' unions.

As stated earlier, the methods chosen to gather data for the research had certain limitations. Not all the documents related to staff development were readily available in the libraries surveyed. Some libraries provided freer access to the available documents than did others. Only the research library retained the retrospective documents as research tools, while documents in other libraries were often scattered, inaccessible, or had not been kept. Individual respondents brought their own experience and interpretations when they responded to personal interviews or the questionnaire. While the survey method through questionnaire assured the respondents' anonymity, not all of them answered the non-formatted questions where comments were invited, or where reasons were requested for choices made. Nevertheless, by using all three methods to obtain data, enough cross-checking was possible to enable validation of the data.

Research Procedures

A 1988-89 study conducted on human resources development for faculty in a community college (Dakshinamurti 1990) was used as the pilot project for this research. The pilot project included interviews of individual managers as well as focus group interviews of support staff and faculty. It highlighted the need for human resources development in post-secondary institutions, and also the importance of managerial support for such development. The pilot study was helpful in confirming

the efficacy of certain techniques used in conducting the research. For example, the pilot study showed that interviews are most effective when first set up by telephone and followed by an informational letter listing the general questions or topics to be discussed, with a glossary of terms used. This approach served to focus on the issues involved. The pilot project also helped to clarify the questions and terms to be used for both survey and interviews.

Based on the feedback gained from the pilot project, similar methodology was used for this research wherever appropriate. The administrators of academic libraries in Manitoba were contacted first by phone, and later by letter, enclosing supportive documents summarizing the objectives and scope of the proposed study, with a list of research questions to be addressed. Permission was requested from the administrators to conduct personal interview(s) of the administrator(s) and/or their designate(s). In addition, permission also was sought to conduct a survey of the librarians through a questionnaire. Supportive documents on each library's current human resources development or staff development policies and procedures also were requested, as far as possible, to be made available to the researcher before or at the time of the individual interviews of the administrators. Once permission was obtained from each of the administrators, a date for a personal interview was agreed upon, first by telephone, and followed by a letter of confirmation. Documents on existing human resources development or staff development policies were gathered for preview before the interview(s). Whenever permitted, interviews were taped; in all cases, the interviews were carefully recorded and transcribed.

The questionnaire was prepared based on research questions that emerged from the preceding review and analysis of literature on human resources development and management in organizations, specifically in academic libraries. Copies of the first draft of the questionnaire were sent to selected librarians and educators in universities and community colleges for critical review. Based on the feedback

obtained, a second draft was prepared, and a smaller number of reviewers was requested to examine the questionnaire again for clarity and comprehensiveness. The final version of the questionnaire was then prepared. A poster session arranged by the Research Committee of the Librarians' Council of University of Manitoba was utilized to present details connected with the research study, and to display three different printing formats of the questionnaire. Feedback was invited from the attending librarians on the preferred format and size of the questionnaire, chosen on the basis of ease in answering. Based on the input and reasons given, the final size and format of the questionnaire were determined, and the questionnaire was printed at the end of June 1991. A covering letter was prepared, stating the objectives of the study and requesting a response with confidentiality assured. Only the institution was identified through the self-addressed, stamped envelope provided for the purpose of returning the completed questionnaire. A date of return was specified and it was pointed out that a glossary of selected terms used in the questionnaire was included.

In July 1991, copies of the printed survey questionnaire and the covering letter were mailed to all the academic librarians in Manitoba, a total of seventy-two librarians. Questionnaires were unmarked, to ensure anonymity. Only the library was identified through the return envelopes, and the number of questionnaires allocated to each institution was noted.

By the end of August 1991, a letter was sent to all the academic librarians being surveyed. This method of reminder was chosen because the questionnaires were returned anonymously, and only the number of responses received from each library could be stated, not from whom. The letter of reminder sent at the beginning of the academic year reached many librarians as they returned from their vacation, and generated further responses. Whenever requested, additional copies of the questionnaire were sent to the respondents. In October 1991, a personal call was made to each of the librarians being surveyed, to thank them if they had responded,

and to request a response if they had not. Again, when requested, additional copies of the questionnaire were sent out. At the start of the tabulation and analysis, fifty-three questionnaires had been returned, for a seventy-four percent response rate.

After all the data were collected, appropriate numerical values were assigned, where relevant, to answers given, and the data were tabulated. Where value statements were made, they were analyzed according to the content. Analyses were undertaken to determine the critical dimensions needed for a well-run human resources development programme for libraries in post-secondary institutions in Manitoba. Based on the data obtained, a model of human resources development for academic librarians was constructed.

CHAPTER FOUR

DATA AND ANALYSIS

The empirical part of this research called for studying human resources development for librarians in each of the seven academic libraries in Manitoba. The data were collected from three different sources for each library: from documents available in each of the libraries; through questionnaires completed by the academic librarians of these libraries; and from individual interviews with the senior administrators of these libraries.

For a number of reasons, the data for the Research Library are considerably more extensive than those for the undergraduate libraries, which, in turn are more extensive than those for the community college libraries. Only the Research Library has its archival materials on librarians' staff development organized and available for research purposes. The number of librarians in the Research Library is much greater than the number in the undergraduate libraries, whose number in turn is nearly three times the number of librarians in the community college libraries. Finally, only one of the administrators of the community college libraries was interviewed on the basis of being an academic librarian, with administrative responsibility equivalent to that of the administrators of undergraduate libraries.

Overview

The data presented in this lengthy chapter show that there is a significant need for human resources development for academic librarians in Manitoba. While some important differences exist among the libraries, all of them, in varying degrees

and for various reasons, have expressed a pressing need for human resources development. The senior administrator of each of the libraries is strongly in favour of it. Historical evidence shows that there has been a long-standing concern in these libraries for human resources development. This concern has been prompted by technology, which has drastically changed the role and work of individual staff members in libraries, and has been amplified by other changes such as budget cuts and changes in leadership.

The data also show that many of the needs and concerns of individuals have been addressed. Except for those in the community colleges, the librarians have expressed overwhelming satisfaction with the opportunities available to them individually. Notwithstanding their favourable individual treatment, a majority of the librarians seem to be frustrated with their roles, primarily due to an apparent lack of congruence between what they do and what they perceive to be changing organizational goals. The data support the creation of a human resources development package that emphasizes the need for a clear understanding of the librarians' role, good leadership, and adequate resources, all in the context of planning that pays attention to the fit between the needs of the individual and those of the organization.

The Research Library

Historical Perspective

As the province's only research-intensive university library, the Research Library occupies a significant place in the parent institution. The university administration has expressed its concern regarding the effects on the library's resources of prolonged university underfunding. The University Bulletin reported in

August 1991 (25:7) acute concerns over the cuts in the library budget and the subsequent cancellation of much-needed serials, in the context of "the central importance of the library system to our research and teaching." At the same time, the university's publication, Plan '91, pointed out that technological advances in the storage, manipulation, transfer and retrieval of information are radically changing the ways in which major libraries provide services to their users. According to both Plan '90 and Plan '91, the cost of books and journals was increasing at an annual rate of about twelve percent, forcing the Research Library to discontinue many journal subscriptions as well as to decrease the number of books purchased. Both these steps had a serious impact on the university's teaching and research capability. The same message was conveyed by the Director of the Research Library in the first issue of Library Directions (Fall 1991).

The university has placed the library in a category for which relatively favourable treatment in resource allocation would be warranted, even if the university's financial position deteriorated. In spite of such priority treatment, the purchasing power of the library's acquisition budget is acknowledged to be only at the 1986-87 level due to steep increases in the prices of serials and books, resulting in major cancellations of serial subscriptions. A substantial addition to the operating budget would be required to improve the situation. Staffing reductions effected over the past several years in an effort to bolster the availability of funds for acquisitions are believed to have reached a point where an increase in acquisitions would require additional staff as well.

According to the Institutional Statistics (IS), published annually by the university, there were 55.25 librarian positions in April 1989 in the Research Library, 56.25 in both 1990 and 1991, and 54 librarians in 1992. The Collective Agreement between the university and its Faculty Association states that the academic librarians

of the university are members of an academic community, and as such, "have the right and responsibility to continue to improve themselves in their profession by keeping abreast of developments in library and information science; the responsibility to pursue research in library and information science and/or other relevant academic disciplines and to make scholarly contributions." Expenses for academic travel as well as research study leave are determined by the university through collective bargaining with the Faculty Association. The benefits that are at present extended to the academic librarians in the institutions in Manitoba are listed in Appendix A.

Overview of archival materials. Archival materials deal largely with incentives such as academic status, rank and promotion through classification levels, salary equivalency and merit pay. Many of these incentives were negotiated through the faculty union. The documents covered staff development activities as well. Since the topics are interrelated, and invariably were handled within the same documents, they were reviewed chronologically from the earliest available document.

Almost all of the rights and privileges enjoyed at present by the academic librarians in the Research Library were secured through negotiations which began in the 1970's. Similarly, most of the developmental incentives and activities that the librarians presently have access to were planned and implemented in the 1980's. However, by 1990, staff development efforts had shifted to the support staff, indicating that library management expected librarians to pursue developmental activities on their own.

Background for the seventies. In 1964, the University President was approached on the question of librarians' status and a Librarians' Committee was struck to investigate the status of Canadian academic librarians. A memorandum in 1966 from the Director of the Research Library described the difficulties in hiring

librarians without being able to offer academic status. A subcommittee of the Deans' Council on librarians' academic status was formed in March 1967 to study academic rank for librarians. The report from the committee was first submitted to the Deans' Council in April 1968; after many revisions, the final report was submitted two years later, in March 1970. The report recommended four levels for librarians, such as General Librarian, Assistant Librarian, Associate Librarian and Librarian, thereby anticipating current practice, but emphasized administrative experience as the main criterion for promotion. A memorandum from the Director of the Research Library in April 1970 strongly recommended basing these ranks on experience, extent of contribution made and level of expertise, in recognition of the fact that very few academic librarians had supervisory or managerial experience. Another recommendation by the Director of the Research Library, that the salary floors of the professorial rank be accepted as the salary floors for professional groups, did not find favour with other members of the Staff Development Committee.

Developments in the seventies. A number of developments at the university caused librarians some concern regarding their academic status. There was no indication that librarians would be consulted in the selection of the new Director of the Research Library. Librarians were not certain if travel funds would be available for them to attend conferences. Librarians were included in a support staff mailing list. The Association of Academic Staff of the university, in which librarians were eligible for full membership, was voting on a new constitution that would change the organization's name to Faculty Association, which left the membership status of librarians open to question. In order to have a strong collective voice for expressing concerns such as these, a Librarians' Association was formed in June 1971. The Association negotiated with the Faculty Association to ensure full membership privileges for librarians in that organization.

In 1972, twenty-five librarians were listed as members of the Faculty Association and a Committee on Librarians' Academic Status was established. The Committee recommended in March 1972 that the librarians should be guaranteed rights and privileges similar to those of the teaching faculty, including sabbatical and other research leaves, job titles with the word "academic," promotion through the ranks that could be equivalent to that in a teaching faculty, fringe benefits, access to research grants, and other procedures such as grievance, membership in the Faculty Association and a voice in the university's governance. The Committee disbanded in April 1972 after finding that the Faculty Association did not want to involve itself with the Committee's recommendations at that time. By then, the Committee had suggested that the librarians should work with the new Director to solve matters internal to the Research Library, including a grievance over lack of representation from librarians.

A brief submitted by the Librarians' Association in July 1972 to the Committee on University Government pursued the matter of the grievance further. It pointed out that the library workers had an uncertain status in the university because there was no distinction made between professional librarians and library support staff. As well, the role of professional librarians in the government of the university, and of the library itself, was ill-defined. Hence the Library Association strongly recommended that the proposed University Act recognize a distinctive role for professional librarians within the structure of the university.

A librarians' workshop held in November 1972 to discuss the status of librarians within the university community termed their status "nebulous." The workshop participants found that students and faculty often did not distinguish between the professional librarians and support staff, and did not understand the role of librarians. The consensus of the participants was that it was important to work toward achieving full faculty rank and status. The participants also recognized that

the librarians needed to be made aware of the implications of faculty status. They recommended that the university be persuaded to accept librarians as part of the faculty, with the understanding that the librarians would upgrade their academic, research and teaching qualifications.

As part of its pursuit of full academic rank and status, the Librarians' Association also submitted in November 1972 a report on a position classification system for librarians. The objective was to enable a librarian to advance in salary and rank without necessarily pursuing an administrative position. The Association recommended four levels, from Librarian I to IV, which would be equivalent to the four faculty levels from lecturer to professor. Specific factors were to be used for evaluation, including education and experience; responsibilities for supervision and management, and autonomy in job performance. The criteria for promotion or performance evaluation did not mention research. Only at the highest academic level was there an expectation of an additional graduate degree.

In February 1973, a position paper from the Committee on Academic Status of the Librarians' Association again stated that the university should declare librarians to be part of the academic staff. Membership in the university's Faculty Association had been extended to full-time librarians, thereby giving them membership in the Canadian Association of University Teachers. The report stated that librarians on campus had been denied many of the rights and privileges that teaching staff regarded as fundamental. The report also included proposals about uniform contracts, salary scales, probationary periods, performance reviews, governance procedures, and research/study leave. According to the Association, librarians often felt themselves to be second-class participants in the university community. In April 1973, the Association expressed dismay to the Board/Senate Committee on University Government that, in a recent publication of the Committee's Report, the librarians had not received the Committee's support for direct

representation on the senate, even after the librarians' academic status had been recognized. The Association strongly reiterated its case for direct representation for librarians in the senate, along with automatic, rather than elected, appointment to the senate for the Director of the Research Library.

In 1973-74, the dominant issue in the university was the Faculty Association becoming the collective bargaining unit for academic staff. A survey of the librarians taken at this time indicated that the majority of librarians favoured ranks and corresponding rights equivalent to those of the faculty. However, they did not want the same position titles. Nor did they want the tenure system that stressed research and publication components for promotion, rather than professional performance. For the same reason, the librarians initially did not support the "union" concept, although for collective strength, they wanted to be part of the faculty for negotiations with the university. They stated that librarians could and should play a greater role in academic affairs of the university.

Once the issue of unionization had been settled and the Faculty Association, which included librarians, had become a collective bargaining unit, the librarians turned their attention to other matters. In August 1975, the Librarians' Association drafted a proposal for research/study leave that was incorporated along with their four-level position classification in April 1976 by the Faculty Association. According to the procedures outlined in this proposal, the initial ranking of all professional librarians in the Research Library was to be performed by a Promotion and Classification Evaluation Committee, using the categories of Assistant Librarian, Senior Assistant Librarian, Associate Librarian and Librarian. The proposal also outlined employment procedures for hiring, probationary period, lay-off, termination, promotion and study leave, thus providing all the employment rights that librarians had been seeking.

The next issue on the agenda for librarians appears to have been salaries. A comparative table of salaries, as of March 1977, showed that the highest salary of a

librarian was equivalent to a lecturer's salary and that, in general, librarians were considered equivalent to lecturers, the lowest level of faculty. Merit pay also came under scrutiny. In May 1978, a group of librarians pointed out to the Faculty Association Library Constituency Liaison Committee that professional librarians of the Research Library desired an increased role in the distribution of merit pay. The librarians suggested that individual Merit Pay Evaluation Forms and peer evaluation should be submitted by the end of each fiscal year rather than waiting until the availability of funds for merit pay was made known.

In May 1978, a group called Librarians' Meeting was established, with membership extended to all librarians in the Research Library. The intention was to provide a forum for exchanging ideas and for general discussion about library matters. The meetings were to be advisory to the Director of the Research Library, and through an elected organizing committee, were scheduled to meet every other month.

In August 1978, the Professional Librarians' Rank and Promotion Committee conducted a survey of those universities which had previously been surveyed in 1976 by the university's Joint Committee on Promotion. No major differences were observed in the practices of the universities within those two years, except for one university which had eliminated position classifications from its promotion scheme. In studying and analyzing the promotion practices in use or being developed at other institutions, the Committee decided to develop a promotion scheme based on individual rank, independent of any hierarchical position classification system. All other schemes involving combinations of rank and position classification were found to be overly complex and therefore unworkable.

Accordingly, a detailed report of the Professional Librarians' Rank and Promotion Committee in September 1978 concluded that a proposed scheme for classification of librarians' positions should not be related to the proposed scheme for

promotion in rank, except in determining salaries. The classification committee, recognizing the differences in the functions performed by professional librarians, had classified all librarians' positions using a scheme of four basic positions. The Professional Librarians' Rank and Promotion Committee had developed a scheme of personal rank, which created individual levels of achievement based on professional performance, research, and service. The report pointed out that, in universities across Canada, there had been a growing recognition, supported by the Canadian Association of University Teachers (CAUT) and the Canadian Association of College and University Libraries (CACUL), of the rights and responsibilities of librarians within the academic community. It was expected that librarians would continue to educate and improve themselves in their profession and in appropriate subject disciplines by continuous study or research in library, information science or relevant subject fields, by scholarly contributions in the form of publications or presentations, and by participation in library and university policy-making and planning bodies. Accordingly, the members of the Committee believed that the librarians should have the opportunity to achieve career growth and recognition not only by changing positions in an administrative hierarchy, but also through a ranking system which recognized individual levels of professional achievement, as demonstrated by improved professional performance, research, and service. Using these criteria, four ranks for professional librarians were defined as General Librarian, Assistant Librarian, Associate Librarian and Librarian.

Developments in the eighties. The 1980's started with a series of task forces appointed to consider the interests and welfare of academic librarians. One such body was the Academic Librarians Forum Planning Committee, organized in February 1980 to serve as the planning group for the Academic Librarians Forum.

This forum was a meeting of all librarians in the Research Library, chaired by the Director. The purpose of the Forum was to provide an opportunity for librarians to discuss broad topics that concerned the Research Library and the librarians' profession.

In February 1980, a Task Force on Staff Development was appointed and was charged with conducting an inventory of existing developmental opportunities available for the staff within the Research Library and in the university. The Task Force also had to develop recommendations and procedures for staff development and orientation programmes. The minutes of the meetings held in 1980 by the Task Force show that the report submitted in 1975 by the Professional Staff Orientation Committee was never implemented, so the orientation programme was not yet established. An orientation programme for the library system was planned in detail by the Task Force, to include librarians and support staff. With regard to staff development, many concerns emerged, such as the definition and scope of staff development and whether dissatisfaction would result from a development programme which did not necessarily lead to different jobs or higher salaries. The question was whether people would accept that certain situations, such as job market and salaries, could not be changed through any development programme. People were expected to gain job satisfaction merely from the fact that the university was showing some concern for their development as individuals. The Task Force stated that staff development and motivation were closely related and, by improving the former, the latter also would improve.

The Task Force recommended that the library's newsletter provide a regular listing of all staff development events both in the library and in the university that might otherwise go unreported. The Task Force decided to conduct a needs assessment of both support staff and librarians to determine what type of staff

development activities and opportunities were needed. The Task Force also strongly recommended opportunities for job exchange, and more development activities aimed at the library staff rather than library administration.

In its detailed report in June 1980, the Task Force adopted a definition of staff development by Conroy, who stated:

Staff development is a purposive effort intended to strengthen the library's capability to fulfill its mission effectively and efficiently by encouraging and providing for the growth of its own human resources. Its general purpose is to assure that library personnel are motivated, productive, and skilled in their jobs, and that they understand and can implement library purposes and policies. Staff development affirms the ability of both the individual and the library to grow.
(Conroy 1978, xv)

To achieve these goals, the Task Force report included an inventory of programmes in existence during the past three years, the results of a staff development survey, and an analysis of general staff development needs in the library system. It also included recommendations for the implementation of an orientation programme and a job exchange programme, with suggestions for other programmes in the future.

Some of the concerns expressed in the report included that most of the existing programmes were open only to supervisory and managerial levels, that publicity was inadequate, and that timing often was not convenient. As fifty percent of the respondents had expressed willingness to help, the Task Force believed that a potential human resource pool existed in the library system for staff development purposes. The survey also showed that many supervisors were anxious to encourage and upgrade their staff in their development, as they became aware of their employees' needs through performance reviews. Based on survey results, the Task Force recommended that more programmes be developed for the support staff and junior librarians; that those employees who took advantage of what was offered to upgrade or improve themselves be recognized in annual reviews; that publicity for the staff development programme be improved through listing events in the newsletter

well in advance; that staff members be utilized in helping to plan, organize and instruct in the programme, as participation in administering staff development activities was in itself a form of development; and that staff members be encouraged to participate in university-wide programmes, as the library and its staff members as a group should not be seen as a separate entity on campus.

In addition to the general recommendations listed above, the Task Force recommended that the orientation programme and job exchange programme be implemented as outlined and that workshops and lectures on various suggested topics, as well as classes or seminars on job-related skills such as computer expertise, typing and communication skills, be held regularly. The Task Force further recommended that the library should continue showing relevant film series with discussions; continue offering time off and financial support for those wishing to take courses or attend conferences; and develop a "University Awareness" programme along the lines of the library orientation programme. The Task Force made two long-term recommendations about on-the-job training and the establishment of the position of Library Personnel Officer who would be responsible for all personnel matters, including staff development. The Task Force recognized training for new employees to be time-consuming and difficult to implement, but believed that the survey indicated a need for well-planned on-the-job training. Having completed its mandate to investigate and establish a staff development programme in the Research Library, the Task Force passed on the ongoing considerations of staff development to the newly established Staff Development Committee.

Staff Development Committee. The Staff Development Committee, which was established to implement the recommendations of the Task Force, made its interim report in February 1981. By then, the Committee had introduced both an orientation programme and, on a trial basis, a job exchange programme, and had also

surveyed support staff on the possibility of having a Library Technician course offered on campus in the fall. According to its first report for the year 1981, the Staff Development Committee had carried out successfully all of the established programmes, and had introduced a job awareness programme for librarians and supervisors. The Committee found organizing job exchanges complex and time-consuming, but well worth the effort, given the participants' positive response to the programme. Librarians also participated in the job awareness programme, which in general elicited a positive response. This programme was designed to give librarians and supervisors the opportunity to spend some time with each other to learn more about other positions and functions in the system. The Committee recommended the continuation of all of these programmes, and suggested adding workshops on conducting effective meetings for staff members who were appointed to chair library committees. Finally, the Committee recommended that, as the Staff Development Committee had become an established part of the committee structure of the Research Library, the terms of reference for the committee be redefined to include concerns regarding all aspects of staff development within the library.

While the staff development activities for support staff were increasing, the Staff Development Committee was concerned that some mechanism should be created to assist librarians in their research activities. The Committee stated that the librarians needed help in locating funding sources, identifying resource persons and services such as computer services or assistance with statistical analysis and research design, and with identifying problems within the system requiring investigation and which might lead to a publication. To meet these needs, the Staff Development Committee recommended that a Research Officer be appointed to act as liaison with the university's Research Office to provide librarians with material on funding sources. The Committee also recommended that a Research Committee be established, with two or three librarians who had experience in research and writing.

This committee would be expected to provide the support needed for neophyte researchers in the library, and to prepare a list of research problems within the library that could be investigated. The Staff Development Committee believed that this support was essential because librarians, unlike faculty, had not developed informal methods of consulting with colleagues and exchanging information.

The Committee also identified a need to make information available to librarians regarding forthcoming conferences and seminars. To satisfy this need, the Committee recommended that all announcements of forthcoming conferences and seminars be centralized through the Library Administration office and published regularly in the library newsletter. The committee also suggested that a Resource Coordinator be named among the ranks of librarians, who would maintain regular contact with all library-related associations for the purpose of compiling information about forthcoming conferences, seminars, etc.

In 1982, the Staff Development Committee continued to offer Library Technicians' courses for support staff. The Committee found that the courses were effective for the support staff when librarians from the Research Library were the instructors, and hence the Committee decided to solicit librarians who would be willing to teach. Job awareness and job exchange programmes were amalgamated into one, and were expanded to include all library personnel, i.e. librarians, supervisors and library assistants. The Committee also designed a career documentation form for support staff, to update courses completed, conferences attended, committee work, etc., to parallel librarians' personnel files.

In 1983, the Committee found that the orientation tour was well established, requiring less organizational effort. Demand for job awareness/exchange had increased dramatically among support staff, which often led to long waiting periods for a proper "match." The Library Technicians' courses continued to be offered by librarians from the Research Library, and the career documentation for support staff

had become part of administrative procedure. Information regarding conferences and workshops was being coordinated and published in the library newsletter with the help of a librarian acting as Resource Coordinator.

The Committee also updated its terms of reference. While it remained committed to the development of all levels and categories of staff, its activities were increasingly seen as helping the support staff. This was evident from the fact that while certain staff development activities, such as job orientation and job awareness, were well organized and were in great demand among support staff members, the activities scheduled to support librarians in their research activities were not systematically implemented. This shift in activity was clearly identified in the 1983 report from the Committee. The trend continued in 1984 and 1985 with no new programme being initiated to include professional employees. By this time, the Staff Development Committee was also reporting to the Executive Assistant (Personnel), a support staff member, and not, as originally planned, to the Assistant Director for Administrative Services, a professional librarian.

A survey was administered in 1985 to all staff members, soliciting their opinions and interests, and a seminar on performance appraisal was held for librarians. Scant feedback was given by the librarians who attended the seminar. Those who did provide feedback appeared to have two objections: first, that the seminar should have been given much earlier to provide necessary help to librarians with the revised performance appraisal form; and second, that performance appraisal matters were more appropriately the concern of the Faculty Association, rather than of the Staff Development Committee.

The importance of training was stressed by the Staff Development Committee in 1985. The Committee emphasized that, due to the frequency with which concerns regarding training were being raised informally by staff members through the Staff Development survey, and considering that important aspects of training were being handled differently within each unit, a review of training procedures used

throughout the Research Library was in order. The Committee acknowledged that there might be no need to standardize the training process throughout all units or to establish more vigorous entry-level requirements, but argued that all staff members would benefit from learning about the most successful training methods used in the library system and from the heightened sensitivity to training resulting from a system-wide review.

The 1986 Staff Development Committee noted with concern that a considerable portion of the allotted budget had been spent on a seminar arranged for library supervisors and administrative assistants. The Committee decided to allocate available funding for support staff to attend conferences by the same procedures used by the Faculty Association to distribute travel funds for its academic members. The Committee found that the Library Technicians' course was no longer successful, as it had become increasingly difficult to find librarians who had the time to teach these courses and to find enough support staff to take the courses offered. Hence, the Library Technicians' courses were discontinued and in-house workshops were offered instead. These were well attended, particularly the courses about the various computer systems used in the library.

A perusal of the Staff Development Committee's annual reports from 1987 to 1991 shows that many seminars and workshops were offered. Some were intended for all staff, some for support staff. Orientation tours for all new staff members, as well as workshops on the library computer systems, continued. Film series and tours of other libraries also were offered. The latest annual report of the Committee for the year 1991 recommended that, in view of the growing number of new committees being formed in the Research Library, the Staff Development Committee of 1992 should review its mandate and its terms of reference, with the Director of the Library to ensure that the Staff Development Committee is not in conflict with any other Library Committee(s) in the activities it offers, and that it is meeting the needs of the library and its staff.

Librarians' Viewpoints

A series of research questions was proposed in the beginning of Chapter One to formulate answers to help construct a model of human resources development for academic librarians. The answers to these questions were sought from the empirical data collected from the academic librarians in Manitoba. These data are analyzed within the context of a review of related organizational literature as presented in Chapter One, and the review of library literature presented in Chapter Two. The data from the Research Library are presented and analyzed below for each research question, in the same sequence in which these questions were originally stated in Chapter One.

Profile of the respondents. Of the fifty-three librarians in the Research Library who were surveyed through the questionnaire, thirty-four (sixty-four percent) responded. Nine of them worked with the subject discipline of science, six with arts and humanities, ten with social sciences, and nine from a combination of different disciplines. In the area of managerial responsibility, nine of the thirty-four respondents had no supervisory responsibilities, thirteen supervised support staff, and twelve supervised both support staff and professional librarians.

Internal and external changes needing human resources development. The respondents were asked to select those internal and external changes presently faced by their library, and to determine the level of human resources development they believed was needed in order to manage such changes more easily.

Table 1 shows the summary of answers from the Research Library. A majority of the respondents singled out library automation as the one change requiring

TABLE 1

INTERNAL AND EXTERNAL CHANGES NEEDING HUMAN RESOURCES DEVELOPMENT IN THE RESEARCH LIBRARY

(34 responses)

[1 = need most HRD; 2 = need some HRD; 3 = need little HRD; 4 = need no HRD; 5 = no such change/not applicable; 6 = no answer]

Internal and External Changes	Choices Made					
	1	2	3	4	5	6
Change(s) in library buildings	3	14	7	5	4	1
Changing work force in library (<i>e.g. change in age, gender, etc.</i>)	6	15	7	3	2	1
Leadership change in library	10	14	4	3	2	1
Changes in library organization structure	11	14	5	2	0	2
Change in reporting structure	7	15	8	2	1	1
Changes in library user profile	5	13	9	4	2	1
Changes in library services provided	14	13	5	2	0	0
Changes in interaction between library units	7	14	9	2	0	2
Changes in interaction with other depts. in university/college	4	12	10	2	1	5
Library automation	29	3	0	1	0	1
Significant budget cuts	20	11	1	0	1	1
Significant budget increase/library expansion	15	9	1	3	5	1
Changes in union's influence	4	13	6	7	3	1
Changing faculty (<i>e.g. age, gender, programmes, etc.</i>)	3	11	9	6	4	1
Changing student population (<i>e.g. age, gender, programmes, etc.</i>)	1	15	9	4	3	2
Leadership change in university/college	3	9	13	5	3	1
Change(s) in university/college organizational structure	2	13	6	8	4	1
Change(s) in interaction with other libraries (<i>e.g. resource sharing, inter-library loan, etc.</i>)	7	18	6	2	0	1
Societal changes	1	0	0	0	0	33
Changes in subject fields	1	0	0	0	0	33

the most staff development. Budget cut was selected next as needing the most development. Budget increase also was found to require human resources development, closely followed by changes in library services and in library organization structure. Changes cited frequently as requiring some staff development, were changes in interaction with other libraries, in the student population, and in the work force in the library, changes in reporting structure, and in the interaction between library units. Slightly more than one-third of the respondents believed that changes in leadership and the organizational structure of the Research library both required significant development. No change was listed as requiring little or no development of staff. Changes in interaction with other departments in the university had the highest "no response" listing. Only one respondent added to the list, specifying societal changes and changes in subject fields.

Significant changes in the Research Library. Table 2 covers the response from the librarians in the Research Library when asked to identify up to five of the most significant changes occurring in their library. Fifty percent of the respondents identified library automation as the most significant change facing them, and fifty percent of the remaining respondents placed it as their second choice. This was by far the most popular choice. The next highest number of first choice responses was for leadership change in the library, while budget restraint was often identified as a second choice. Changes in library organizational structure and in one's own reporting structure were fourth and fifth choices as significant changes.

The respondents did not select as significant for their library changes in interaction between library units, or with other departments in the university, changes in union influence, changing faculty, and changes in university/college organizational structure.

TABLE 2
SIGNIFICANT CHANGES IN THE RESEARCH LIBRARY
(34 responses)

[Ranking of 5 most significant changes, starting with 1 as most significant; 6 = no answer]

Significant Changes	Choices Made					
	1	2	3	4	5	6
Change(s) in library buildings	0	0	1	2	2	29
Changing work force in library (<i>e.g. change in age, gender, etc.</i>)	0	2	2	0	1	29
Leadership change in library	6	3	8	1	0	16
Changes in library organization structure	2	2	4	4	3	19
Change in reporting structure	1	2	1	0	1	29
Changes in library user profile	0	0	0	2	1	31
Changes in library services provided	0	1	6	3	2	22
Changes in interaction between library units	0	0	0	0	3	31
Changes in interaction with other depts. in university/college	0	0	0	0	0	34
Library automation	17	7	2	1	0	7
Significant budget cuts	5	16	3	3	1	6
Significant budget increase/library expansion	0	0	1	0	0	33
Changes in union's influence	0	0	0	0	1	33
Changing faculty (<i>e.g. age, gender, programmes, etc.</i>)	0	0	0	0	0	34
Changing student population (<i>e.g. age, gender, programmes, etc.</i>)	0	0	1	1	0	32
Leadership change in university/college	0	0	0	1	1	32
Change(s) in university/college organizational structure	0	0	0	0	0	34
Change(s) in interaction with other libraries (<i>e.g. resource sharing, inter-library loan, etc.</i>)	0	0	0	1	1	32
Societal changes	0	0	0	1	0	33
Changing role of librarians	1	0	0	0	0	33

Satisfaction with availability and adequacy of human resources development incentives/activities/opportunities. Table 3 illustrates the responses from the Research Library on the availability and level of satisfaction for each of the incentives, activities and opportunities among human resources development for librarians. The table also includes summaries of the broad categories of incentives, abilities and opportunities, with the corresponding levels of satisfaction expressed by librarians.

Considering Table 3 in the broad category of staff recognition, a few aspects of human resources development, in particular, merit pay and merit award, were not highly rated as desired. In the other four components of this category - performance appraisal, letter of commendation, attitudinal support from immediate supervisor and from library senior management - twenty or more respondents expressed satisfaction with each. However, for performance appraisal, all but one of the remaining respondents stated that, while it was offered, the activity was unsatisfactory in its execution. For a few respondents, attitudinal support from library senior management was not sufficient.

The next category reviewed reimbursement for incentives, activities and opportunities offered. Table 3 shows that this category holds the highest level of satisfaction among librarians surveyed. The majority of respondents considered many of the incentives in the category, such as travel to conferences, tuition fees and purchasing materials, as available and adequate. Similarly, for certain procedures, such as computer searches, photocopying for research purposes, and audiovisual preparation, a majority of librarians were satisfied with the level of reimbursement offered. However, a small but significant number of librarians believed that the reimbursement for these expenses was not available, although desired.

TABLE 3

SATISFACTION WITH AVAILABILITY AND ADEQUACY OF HUMAN RESOURCES
DEVELOPMENT INCENTIVES/ACTIVITIES/OPPORTUNITIES
IN THE RESEARCH LIBRARY

(34 responses)

[1 = offered and satisfactory; 2 = offered but unsatisfactory; 3 = not offered but desired; 4 = not offered not desired; 5 = no answer/not applicable]

Incentives/Activities/Opportunities	Choices Made				
	1	2	3	4	5
Staff recognition:	111	45	20	16	12
Performance appraisal	20	13	1	0	0
Merit pay	10	10	6	7	1
Merit award	11	12	2	6	3
Letter of commendation	24	2	1	3	4
Attitudinal support from immediate supervisor	23	5	4	0	2
Attitudinal support from library senior management	23	3	6	0	2
Reimbursement for:	166	27	29	4	12
Travel to conferences, etc.	27	7	0	0	0
Tuition fees	31	3	0	0	0
Association membership(s)	28	3	2	0	1
Purchasing professional development materials	29	5	0	0	0
Computer searches	18	5	7	2	2
Photocopying for study/research purposes	19	1	9	1	4
Audiovisual preparation	14	3	11	1	5
Research/Study leave:	128	19	19	1	3
Short-term (3 months)	28	3	3	0	0
Medium-term (3-6 months)	30	3	1	0	0
Long-term (1 year)	30	4	0	0	0
Time allotment for research projects	8	7	15	1	3
Time allotment for conferences, etc.	32	2	0	0	0
Job enhancement:	51	24	56	69	4
Job exchange	14	13	3	4	0
Job sharing	6	2	13	12	1
Internal job rotation	4	1	11	18	0
Rotation of supervisory/managerial position	3	2	14	15	0
Traditional coaching (supervisor to employee)	12	5	6	10	1
Peer coaching	12	1	9	10	2
Job training:	60	47	20	5	4
Orientation	19	11	3	0	1
Initial training	19	8	5	1	1
Ongoing training	10	15	7	2	0
In-service activities	12	13	5	2	2
Developmental opportunities:	50	18	19	11	4
Short-term workshops	22	7	2	3	0
Long-term courses (<i>e.g. degree programmes</i>)	18	5	5	5	1
Career development	10	6	12	3	3

With regard to research/study leave, all but one of the incentives received a high satisfaction rating. A full thirty-two out of the thirty-four respondents expressed satisfaction with time allotment for conferences. In contrast, a total of twenty-two expressed dissatisfaction with time allotment for research projects. A majority of them were not able to allocate short periods of time for research projects.

The level of satisfaction decreased considerably for the job enhancement category, and there was divided opinion among librarians about the desirability of some of the incentives listed in this category. This was evident with regard to job sharing, job rotation of managerial position, traditional coaching and peer coaching. As the responses show, equally divided feelings existed with regard to each one. There also was some discrepancy noted in terms of librarians' understanding of the availability of some of the incentives in this category. A majority of the respondents thought that job sharing and job rotations were not offered, while only a few librarians knew they were available.

The category of job training includes four incentives. Table 3 shows that librarians expressed slightly greater dissatisfaction than satisfaction with the training they received. Ongoing training was identified as the most critically needed activity, and fifteen librarians thought that what was offered was unsatisfactory. In-service activities also were marked as needing improvement.

With only three activities listed under the category of developmental opportunities, a majority of the librarians were satisfied with the short-term workshops that were offered. Their approval was slightly lower for long-term courses, although the respondents were also more indifferent toward these courses. More librarians were interested in the concept of career development, with half of the librarians desiring it, and fewer than a third being satisfied with what they were offered.

Rating of librarians' abilities to serve users. Two factors were considered in this study to determine the effectiveness of a programme of human resources development for academic librarians: how effective the individual librarians rated themselves in serving their library users and how readily the individual librarians were able to initiate and determine needed developmental programmes. Table 4 shows that a majority of the respondents from the Research Library considered themselves to be adequately effective in serving their users. Only one respondent considered himself or herself most effective, and eight respondents opted for the next highest rank. Only one respondent admitted to being less than effective. No one believed themselves to be ineffective.

While a majority of the respondents considered themselves to be adequate in serving the library users, many of them expressed concerns about lack of funding and its effects on library service. One respondent pointed out that "lack of adequate funding seriously affects the quality and efficiency of new automated systems and procedures." Additional comments concerned reduction of hours and services, and inadequate resources, making it "difficult to cope," and preventing the staff "from processing the collection fast enough," or from acquiring books and journals. One respondent pointed out that budget shortfall made it difficult to accommodate changes.

A few of the comments were on problems related to library automation, particularly the "lack of micros." One respondent said that "much more emphasis and support must be given to technology, such as computers, CD-ROM, and library orientation." With regard to the library's on-line system, two of the respondents found the system to have "too many commands, too many exceptions," and said it was "not user friendly," with "no preparation, incomplete data, rigid rules, lack of terminals," and suggested that each librarian should have a computer at his or her desk. Concerns were expressed about lack of leadership and short-term and long-term planning, with one respondent holding "lack of administrative support and understanding of primary function" to be responsible for lack of satisfaction.

TABLE 4

RATING OF LIBRARIANS' ABILITIES TO SERVE USERS IN THE RESEARCH LIBRARY

[1 = most effective to 5 = least effective; 6 = no answer]

Number of Respondents	Choices Made					
	1	2	3	4	5	6
34	1	8	23	1	0	1

In some cases, respondents expressed only partial satisfaction. One respondent pointed out: "Many more of our holdings are now available in BRIDGE, maximizing use. Insufficient funds prevent us from processing collections fast enough." One respondent noted that: "Some librarians are at the [1] level, but some others fare at [5], with the result that the library is presently at [3]". Some asked for time to manage all the changes.

There were a total of five positive comments about job performance from respondents from the Research Library, all resulting in ratings of most or very effective. Three of the comments were on the respondents' own professional abilities and pointed out that it was due to the "result of considerable and varied professional experiences." One person stated: "I am a good librarian and take initiatives for learning what I need to perform the job." Another respondent gave credit to the "support of university administration, faculty and majority of users."

Initiators and determinators of developmental activities. Table 5 lists the initiators of developmental activities, ranking them according to the choices made by the respondents. In the Research Library, "Staff Development Committee" received one more response than "librarian" for initiating developmental activities. Library administration was cited as the third most frequent initiator. In contrast, the section supervisor received very few responses as the initiator, even as the third choice.

Table 6 ranks answers regarding who determines developmental activities in the Research Library. Determination by individual librarians was considered most likely, followed by determination by the staff development committee. Determination by supervisor or manager was chosen as the third most frequent by the respondents.

Effectiveness of human resources development in satisfying needs. The respondents were asked to state how effective the developmental activities or

TABLE 5
INITIATORS OF DEVELOPMENTAL ACTIVITIES IN THE RESEARCH LIBRARY

(34 responses)

[1 = most frequent to 5 = least frequent]

Initiator	Choices Made				
	1	2	3	4	5
Librarian	10	7	6	5	2
Section supervisor	1	3	6	8	6
Library administration	6	12	7	3	1
Work group/committee	11	6	5	2	2
Combination of the above	5	1	5	4	3

TABLE 6
DETERMINATORS OF DEVELOPMENTAL ACTIVITIES IN THE RESEARCH LIBRARY

(34 responses)

[1 = most frequent to 6 = least frequent; 7 = no answer]

Activities Determined	Choices Made						
	1	2	3	4	5	6	7
Through regular performance appraisal	1	0	6	5	2	9	11
Staff development committee	11	5	5	2	3	1	7
Librarians' council or group	2	4	2	5	5	3	13
Perceived need by individual librarians through day-to-day experiences	16	4	3	1	2	1	7
Perceived need by supervisor/manager through observations of day-to-day work	2	8	10	3	4	0	7
Perceived need by senior management through observations of day-to-day work	0	5	2	7	4	4	12

opportunities available to them were in satisfying three different kinds of needs: their own personal needs for development, needs of their library and, finally, the needs of their university. Table 7 shows the responses from the librarians in the Research Library about the effectiveness of the human resources development programme in their library. More than half the respondents found the programme to be adequate or more than adequate in satisfying their personal needs as well as their library's needs. They expressed only adequate satisfaction with regard to fulfilling the university's needs. A small but significant number of respondents found the programme less than adequate, and a few expressed lack of awareness with regard to satisfying the university's needs.

While the numerical count of their responses indicated more satisfaction than dissatisfaction about the effectiveness of the human resources development programme, the respondents' explanations of their choices mostly expressed concerns. With regard to the effectiveness of human resources development in satisfying personal needs, the concern was invariably the lack of relevancy for the librarians in what was offered. One respondent found the programme "too support-staff oriented," and another said that "personal and institutional needs seldom coordinated," while one respondent commented that there was "little opportunity to participate." One respondent had "independent freedom of action," and another said, "I request time for workshops and am supported in it." However, all other supportive statements suggested a need for improvement both in quality and quantity of programmes offered. One respondent found opportunities for conference attendance, research and study leave to be "excellent, but training on the job about the new system is lacking." Another pointed out that the programme is "very satisfactory for librarians with initiative and those who are current; little effect on those without." A suggestion was made that "information should come more easily from administration without request."

TABLE 7
EFFECTIVENESS OF HUMAN RESOURCES DEVELOPMENT IN SATISFYING NEEDS
IN THE RESEARCH LIBRARY

(34 responses)

[1 = most satisfactory to 5 = least satisfactory; 6 = no answer]

Satisfying	Choices Made					
	1	2	3	4	5	6
Librarians' needs	3	11	9	9	1	1
Library's needs	1	10	16	6	1	0
University/College's needs	1	4	20	4	0	5

With regard to effectiveness of human resources development programmes in terms of satisfying the needs of the Research Library, only a few of the respondents found the programme adequate for day-to-day functioning of the library system. All other comments expressed serious reservations. Many respondents pointed out that "the programmes are not library-oriented" and "do not take into account the differences in libraries." A couple of respondents held Library Administration responsible for "lack of planning" and for "not appreciating any of our work or efforts." Another suggested better communication between the library and the user in order to "have more impact from users as to what they need."

Concerns were expressed also with regard to effectiveness of human resources development programmes in satisfying the needs of the university. One respondent found that "it is difficult to develop human resources in an institution where basics such as computers, equipment, pencils/pens/paper, database searching etc. are inadequate due to financial constraints." Another respondent thought that the "basic needs are met but we could be more proactive in anticipating needs and offering services." A few pointed out that they had no information as to how effective the Research Library was in satisfying the needs of the university.

Human resources development and administrative strategy. In order to evaluate the appropriateness of the strategic "fit" between the human resources development programme and the administrative strategy of the library, as well as the librarians' awareness of such a fit, the librarians were asked to indicate what they considered to be their library's administrative strategy; in their opinion, how well their library's current human resources development programme matched the library's prevailing strategy; and the impact of such a "fit" on the effectiveness of the individual librarians in meeting job requirements, the effectiveness of the library in reaching its goals, and the effectiveness of the university in meeting its overall objectives.

As shown in Table 8, more than half the respondents from the Research Library thought their library's prevailing administrative strategy to be one of cost reduction with an attempt to increase employee productivity. Opinion was divided among the others. A small but significant number of respondents did not know what the library's strategy was.

Table 9 shows the ranking given by the respondents from the Research Library about the matching of human resources development with the administrative strategy in their library. Close to seventy percent of the respondents found the match to be just adequate or below par. Only one respondent believed that the programme was well matched with the prevailing strategy, and four others indicated that the match was better than average. The comments that accompanied some of the responses expressed frustration. While accepting that good programmes were in place, suggestions were made to improve both quantity and quality, and to be "linked back efficiently to make a difference." One respondent suggested that "present programmes should give more empowerment to unit heads, i.e. train them to be leaders." There were many more comments to explain why several librarians had not made a choice or had expressed dissatisfaction. All of these respondents said that there was no human resources development programme in the Research Library or that they were not aware of one. A total of nine respondents commented about "no long-range overall planning," goals not being articulated or "not communicated down to lower levels of staff," and the lack of strategy to achieve goals.

The librarians' responses about matching the human resources development with the administrative strategy generally corresponded with their ranking of the impact of the "fit" or their effectiveness. Table 10 records the responses from the librarians in the Research Library with regard to the impact of the "fit" between the human resources development programme and the administrative strategy on the

TABLE 8

**HUMAN RESOURCES DEVELOPMENT AND ADMINISTRATIVE STRATEGY
IN THE RESEARCH LIBRARY**

(34 responses)

Administrative Strategy	Choices Made
Cost reduction strategy	18
Innovation strategy	4
Quality improvement strategy	2
Cost and quality strategies	1
Cost and innovation strategies	1
Innovation and quality strategies	1
Cost, quality and innovation strategies combined	0
"Serendipity"	1
"Dictatorship"	1
"Don't know"	7
No answer	1

TABLE 9

**MATCHING OF HUMAN RESOURCES DEVELOPMENT WITH ADMINISTRATIVE
STRATEGY IN THE RESEARCH LIBRARY**

[1 = matches most to 5 = matches least; 6 = no answer]

Number of Respondents	Choices Made					
	1	2	3	4	5	6
34	1	4	14	8	0	7

TABLE 10

**EFFECTIVENESS OF HUMAN RESOURCES DEVELOPMENT
IN THE RESEARCH LIBRARY**

(34 responses)

[1 = most effective to 5 = least effective; 6 = no answer]

	Choices Made					
	1	2	3	4	5	6
Librarians' Effectiveness	1	6	10	5	1	11
Library's Effectiveness	1	5	14	3	0	11
University/College's Effectiveness	1	3	15	3	0	12

librarians' effectiveness, on the library's effectiveness, and on the university's effectiveness in meeting each one of their respective objectives. Fifty percent of the respondents characterized themselves as either adequately effective or more, with one respondent indicating most effective. The few who found themselves to be more than adequately effective said that "individual enhancement is offered generously" and that they have always received support to learn. One respondent suggested that "effectiveness is caused due to the negative factor of accepting lower standards of service." Those who thought themselves only moderately effective stated that individual human resources development programmes should be more relevant and linked effectively to goals. One respondent pointed out that the programme may be "effective for good professionals, but not for bad, which discourages even the good ones." Those who did not answer the question of individual effectiveness or rated it as low believed that the programme was "too general to meet individual's effectiveness," or "there is no HRD programme, or an overall administrative strategy." One respondent believed that lack of recognition by Library Administration for the librarians' professional work has affected productivity.

When asked to rate the effectiveness of the library, given the impact of the human resources development programme and its fit with the administrative strategy, the responses showed slightly less satisfaction about the library's effectiveness, with more respondents choosing to rank it moderately effective. The few who rated the library's effectiveness to be above average offered the same reasons as for individual effectiveness. Those who believed that their library was moderately effective said that they did not receive sufficient feedback. The programme's lack of connection to goals and its lack of relevance were given as the reasons for library's lack of effectiveness. One respondent who had rated the library as ineffective pointed out that no studies had been done to show that the library was effective.

With regard to the university's effectiveness, as shown in Table 10, a little less than half the respondents stated that the existing "fit" between the human

resources development and the administrative strategy helped the university to be reasonably effective. Equal numbers of respondents favoured the categories of above average and below average effectiveness. Those who rated the university as very effective believed that individual enhancement had an impact on the library's performance on campus. One respondent suggested that "the good librarians carry the bad, and partially compensate for them." Those who had rated the university's effectiveness as average stated that the programme "could use some improvement," it is "not future-oriented enough," and that budget restraint has cut into its effectiveness. A respondent who had rated the university's effectiveness to be poor also stated that recent cuts had been detrimental and asked, "how can the university be effective?"

Additional skills, knowledge, attitudes needed. Table 11 gives a list of new or additional skills, knowledge and/or attitudes desired by the respondents from the Research Library in order to cope with the changes identified earlier as occurring in their library. The choices are ranked in the order of frequency of request for that particular skill, knowledge or attitude. Computer skills was by far the top ranking choice, with twenty-two responses. Leadership skills, communication skills and flexibility, as the second most frequent choices, received nine responses. The number of responses for the rest of the choices range from six to zero, as shown in Table 11.

Often the respondents elaborated on their choices with comments, giving additional insight into the rationale for their choices. Under automation or computer skills, hardware skills also were included - in fact, "knowledge, appreciation, and efficient use of information technology" was required, and "not just ability to use, but to really understand." The librarians were anxious to have the "knowledge of how the various components of the new integrated automated systems work and interact," as well as the "knowledge of the new system's limitations, and how it will affect our

TABLE 11

ADDITIONAL SKILLS/KNOWLEDGE/ATTITUDES NEEDED TO HANDLE CHANGES
IN THE RESEARCH LIBRARY

(34 responses)

Skills/Knowledge/Attitude Needed	Choices Made
Automation/Computer skills	22
Management/Administration/Leadership skills	9
Adapting/Change of attitude/Flexibility	9
Communication skills	9
Reappraisal/Evaluation/Problem solving/Planning skills	6
Cooperation/Team building	6
Human relations/Interpersonal skills	6
Budgeting	5
Fundraising/Grantsmanship	4
Becoming more professional	4
Personal traits	3
Knowledge of university/college politics, personnel	0
Word processing/Keyboarding	3
Knowledge of library goals/planning	3
Research skills	3
Collection management	1
Public relations/Marketing skills	2
CD-ROM skills	1
Continuing education-oriented skills	2
Appreciation from administration	1
New policy for changed system	1
User-centered	0
Teaching skills	0

current procedures and standards.” When requiring “increased skills in grantsmanship,” budget flexibility was referred to as an “alternate route to finding resources.” Marketing skills called for “knowing our clientele and what they need” and “promoting our services and our professional expertise.” One respondent pointed out that “librarians must become more research-oriented, and need to know statistical analysis and research methodology.”

In addition to specific knowledge and skills, respondents stressed the need to acquire certain attitudes. A call for adaptability or flexibility during times of budget restraints referred to acceptance of change, and being open-minded. “Accepting that traditional librarianship is no longer applicable in the nineties,” “adapting to being in a job they have mastered for a long time,” “willingness and ability to examine anew things that have always been done and are ‘right,’” “learning to offer a lower level of service and being happy about this as a way of dealing with reduced staff due to budget cuts,” were all emphasized as the necessary attitudes that would help in adapting to change. Ability to work with the team and “to see others’ viewpoints” was stressed by several respondents. One respondent called for “a less negative attitude despite budget cuts.”

A change in administrative procedure also was emphasized by many respondents. Respondents pointed out that a “mission and goal statement,” “institutional short and long term goals” and a clear explanation of what is expected were all needed from the Library Administration. As part of the accommodation for the changes in the library, several respondents suggested a need for new policy decisions, redistribution of priorities, and an “acknowledgement from Library Administration that we are doing good and valued work.”

Developmental activities needed. Table 12 summarizes the developmental activities that the respondents from the Research Library identified as needed.

TABLE 12

DEVELOPMENTAL ACTIVITIES NEEDED IN THE RESEARCH LIBRARY

(34 responses)

Activities Needed	Choices Made
Computer training (OPAC, Micro)	19
Management skills	5
CD-ROM (networks, scanners)	2
Communication skills	4
Training to upgrade systems and procedures	0
Information exchange	2
Higher degree courses	2
Release time for short-term projects	3
Time management	2
Job awareness	2
Career counselling	2
Improved travel facility	1
Word processing	1
System-wide knowledge	1
Performance standards	1
Job exchange	1
Licensing examination	1
Interpersonal skills	1
Financial reimbursement	1
Recreational activities	0
No answer	11

Computer training received first preference from nineteen out of the thirty-four respondents. The next closest activity, management skills, received five responses; communication skills received four responses; and release time for short-term projects, three responses. All other activities had responses from two to zero, as shown in Table 12. There was a total of eleven "no answer". One respondent called for "HRD courses," while another asked for "understanding the role of academic librarian."

Barriers preventing implementation. The next consideration in needs assessment is to identify the barriers that are perceived as preventing implementation of needed developmental activities. Table 13 lists all the barriers that the respondents from the Research Library stated as preventing implementation of developmental activities. Lack of time figured prominently with fourteen responses, followed closely by lack of funding. One respondent commented that none of the courses offered in the university were library-targeted. Another librarian commented that there was an "unequal distribution of time allotment by supervisors."

Suggested solutions to overcome the barriers. Table 14 lists the solutions suggested by the respondents from the Research Library in order to implement needed developmental activities. With seventeen persons not responding or stating "don't know," there was only a fifty percent response to this question. Seven of the seventeen responses recommended offering training or courses. Finding the requisite funding as well as the necessary time both came second, while lobbying or attempting to change the prevailing attitude came third. The rest in the list, including a suggestion to "force implementation," received one or two responses, as shown in Table 14. Some of the respondents stressed the importance of offering training that is

TABLE 13

**BARRIERS PREVENTING IMPLEMENTATION OF DEVELOPMENTAL ACTIVITIES
IN THE RESEARCH LIBRARY**

(34 responses)

Barriers	Choice Made
Lack of time	14
Lack of funding	11
Lack of administrative interest or planning	3
Not enough or appropriate courses	4
Resistance	3
Not enough equipment	4
Lack of staff	3
Lack of instructors/poor timing	2
Difficult to schedule	1
Union not pursuing	2
Unaware of need	1
Hierarchical and complex structure	1
Lack of space	1
Isolation in unit	1
No answer	12

TABLE 14
SUGGESTED SOLUTIONS TO OVERCOME THE BARRIERS
IN THE RESEARCH LIBRARY

(34 responses)

Suggested Solutions	Choices Made
Funding/Endowment/Grant	5
Training/Courses	7
"Make time"	5
Lobbying/Attitude change	3
Workshops and Seminars	2
Flexible research leave	2
Make better distribution of computers and other equipment	2
Read in that area	2
Job rotation	1
Staffing	1
Additional space/New library	1
Travel to other locations	1
Committee work	1
Floating librarian to substitute	1
Better use of support staff	1
Ask staff what they want	1
"Force implementation"	1
No answer	17

"more-structured in-house training," with courses specially for library staff and administrators. One respondent suggested "better monitoring of allocation of opportunities and time allotments."

Librarians' recommendations of administrative strategy. As shown in Table 15, while nine of the thirty-four respondents stated that they did not know what kind of administrative strategy would be most productive in achieving significant human resources development in the Research Library, seven stated that a participative management was very important. A respondent supported this choice by pointing out that "improved communication among administration, librarians and staff would entail dialogue rather than decree, and decision-making based as much as possible on the fruits of dialogue." Respondents asked for "relaxed, non-threatening, non-critical attitude that encouraged staff to ask questions, request information," and "some feedback that our work was appreciated." Other suggestions included "sharing responsibility with employees so that they are responsible for success or failure in service, etc. Real input from employees to management, Quality Circles." One respondent said that "employees should be able to work creatively and take initiative."

The respondents' second recommendation was the formation and clarification of policy and procedures. In support of this, one respondent pointed out that "formation of formal strategy [should be] at upper management levels - should not be left to committee composed mainly of support staff; strategy should be well known by all staff." Another wished for "clarification of policy that we are going to do less with less [as] we are tired of being super humans." A combination of innovation and quality improvement strategies was suggested by an equal number of respondents. They also asked for "the time allotments to achieve these goals," in order "to encourage creativity and commitment to the best possible degree." This strategy was a "good starting point." One respondent had a series of suggestions: "There must

TABLE 15

**LIBRARIANS' RECOMMENDATIONS OF ADMINISTRATIVE STRATEGY
IN THE RESEARCH LIBRARY**

(34 responses)

Recommended Strategy	Choices Made
Participative management	7
Formation and clarification of policy and procedures	6
Innovation and quality strategies	6
Innovation, quality and cost strategies combined	1
Innovation strategy	1
Administrative fairness and leadership	3
Quality improvement strategy	1
Relating individual potential to needs	2
Recognition/Encouragement by administration	0
Funding	1
Don't know/Not sure	2
No answer	7

be much more stewardship, accountability and a clearer sense of where we are going and what we want to accomplish. The ensconced negativism must be replaced by a more positive outlook, leading to confidence, pride of place and in accomplishment. Better rewards for the above average performance must be structured in. The financial incentives must improve."

Administrative fairness and leadership were suggested as the third choice. Suggesting a "situational leadership approach," the respondents wanted the administrator to have "an interest in helping us develop" and "a sense there was some future in this library to develop towards." The administrator should "clarify the library's long-term goals and develop a strategic plan." One respondent called for "some tough method to deal with the librarian who can't or won't change. The result of this would be greater encouragement of those who behave professionally." Matching the potential of individuals to the library's needs was suggested by two respondents, who also recommended that there should be "a program to identify individuals needing HRD and the development of training packages" and a "personnel officer actively relating individual potential to institutional needs." This would allow "committed and involved workers to retain pride in their work and make better use of their particular knowledge and skills."

Recommended strategies for motivation. Table 16 lists the specific strategies recommended by the respondents from the Research Library for motivating a non-motivated librarian. Many respondents emphasized the need to enquire first what would motivate the non-motivated librarian, and to understand the individual's motivating factors. Some respondents suggested showing the non-motivated librarians the opportunities and benefits they would achieve if they were motivated, and what they would lose if they were not motivated. Pointing out that "peer pressure works best," one respondent recommended a yearly official talk discussing what "they have done regarding (a) work (b) activities in committees inside and

TABLE 16
RECOMMENDED STRATEGIES FOR MOTIVATION IN THE RESEARCH LIBRARY
(34 responses)

Recommended Strategy for Motivation	Choices Made
Positive feedback through regular performance appraisal & goals & objectives	7
Find out the motivating factor for the individuals	10
Distribute tasks to match special abilities/interests/potential skills	7
Varies with individual	4
Describe benefits when motivated - counselling	5
Participative decision-making and project planning	4
Challenge the employee	2
Responsibility with librarian	4
Professional autonomy	2
Flexible research/study leave	3
Provide development awareness and opportunities	3
Training sessions	2
Peer pressure	1
No answer	6

outside library (c) publication (d) research, etc. If they are still not motivated, start documenting their activities. Use progressive discipline and, if need be, look at terminating them.” Another was of the opinion that tough measures may be needed: “the carrot is fully available here; the stick is not. We need more ability with those who can’t or won’t change: (1) to identify them “objectively” (2) to force action for improvement.” Many respondents had some specific suggestions as listed in Table 16, such as regular performance appraisal, stating goals and objectives, and punitive measures if needed. Appendix B lists all the suggestions made by the respondents for motivation.

Administrative viewpoint

Overview. The Director of the Research Library expressed her strong support for many aspects of the human resources development programme for all the members of the Research Library. She held the view that “it is important to give people the tools they need to do the job at work, whether they are at the professional level, or support staff.” This could mean “a whole package or . . . a range of things” - from giving staff proper ergonomic work stations, to sending them on training sessions, providing extra help, or having regular meetings and consultation so that the staff are kept informed. The Director stressed the importance of a regular programme of evaluation, as she was convinced that “all the training programmes are not going to help if they don’t get regular feedback . . . there has to be a positive reinforcement.” She held that it was important for managers to see the potential in employees and enable them to have the necessary training. Following is the summary of her views on human resources development for academic librarians in the Research Library.

The Director of the Research Library described the professional development of academic librarians as a partnership between the responsibility of the professional and the responsibility of the organization. It is the professional’s responsibility to

attend conferences and undertake reading and studying outside of the job. Similarly, it is the organization's responsibility to encourage employees, to the best of its financial capabilities, to attend conferences and workshops given by professional organizations. As well, it is the responsibility of the individual to develop a plan of self-improvement by assessing the emerging changes and envisioning where he or she will be in five or ten years. If the employee has such a plan, he or she can apply to receive support for career development. Even in tight financial times, management can help by permitting individuals to take short-term leave of less than two months' duration, in addition to what is allowed under the terms of the collective agreement, for professional development or due to personal problems.

The Director particularly noted the differences between people in terms of self-motivation: "Some people are self-motivators and some are not. . . it seems to me that [management] spends ninety percent of [its] time trying to stir up and motivate the non-motivated." There is no simple solution to motivate a non-motivated person, except to talk to the individual about the lack of productivity and interest. In the end, a parting of ways may be the only solution. Apart from the motivational angle, the manager has to ensure that the professional is up-to-date in technique and technology. In this, the management at the middle level also should have some freedom of action. In turn, middle managers should receive the same kind of understanding and encouragement from senior management. The library Director stated that, in her view of the organization, it would be "the middle manager's responsibility to develop the staff, provide staff development and career guidance as necessary," and it would be her [the Director's] responsibility to ensure that middle managers are able to provide that support.

The Director noted that people have a need to be recognized. This can be done through merit increments. Sometimes even telling the employee that a task was performed well, or noting in a memo the good work done, may achieve expected

results. In view of the constrained nature of the salary structure, recognition by way of increased emolument cannot be given. While this is unfortunate and can affect morale, the Director believed that "with reduced funding it's even more critical that we turn attention to staff training and development . . . It's going to be increasingly difficult for people to work; they are going to be asked to do more with less." The Director believed that people who work hard must be singled out for recognition in such a way that others who want such recognition will emulate this individual. Senior management should therefore respond positively to the personal and professional needs of the individual.

Management has a limited financial resource in this regard, as the university allocates a certain amount per professional employee for staff development and the librarians also have their own professional development allowance. The Director stated that she intended to encourage both professional and support staff members to attend the 1992 Canadian Library Association Annual Conference in Winnipeg. Joining professional associations and participating in the functioning of these associations was noted as a method for developing oneself and contributing to the profession.

The library Director also stated that administration should seriously consider staff perceptions and expectations of professional development, and attempt to fulfill legitimate expectations with constructive action. The financial situation of the university "has put a damper on some of the projects [the library] might like to undertake. However, if you think something is important you can always find the funds." The Director noted the possibility of diverting funds from one area to another: "On the human resources development side, I would plan to divert funds. . . to put on workshops and seminars," particularly for support staff. She found it "critical, in these days of reduced funding, that we turn our attention to staff training and development."

The Director pointed out that "people have to be trained to change the view that as a professional, you have to be all things to all people. . . We can only do [what we can], given the resources we have." She emphasized the need for prioritization in the utilization of resources. The Director's view of development for professional staff focused on encouraging them to take responsibility for their own career development. One such action would be to visit other libraries. Such action "could only improve the organization," as employees could come back with fresh ideas and develop a reasonable and acceptable view of needing to perform efficiently under existing constraints: "The overall goal is the improvement of the organization . . . to provide service, to improve service and to use every tool and technique we can to enrich service to the [user] community."

The Director believed that it would be very useful to develop a skills inventory for the library. This could include professional skills as well as interests in volunteering so that future developmental activities could be planned. She supported the development of some kind of a model or guideline, so that the goal and the philosophy of human resources development in this organization would be defined. Some objectives could be set out and some areas of change identified. Possible objectives for systematic staff development could be to encourage librarians to attend library conferences; to identify people with management potential and help them to develop this through specific courses; or to encourage interested professionals to do research in a particular discipline. Once the people in an organization became familiar with the human resources development philosophy, it would be easier for them to focus their attention in the area that could benefit them and the organization; a model would send the right message.

Undergraduate Libraries

Historical Perspective

None of the three undergraduate libraries surveyed had archival materials available on staff development. One undergraduate library had retrospective volumes of the collective agreement of their Faculty Association. Other related files were scattered and not codified for easy retrieval. Another library had available only the latest volume of the collective agreement, in addition to an overview of the library's strategic planning. The third library did not have any documents available.

One of the undergraduate libraries surveyed had reported in the Manitoba Library Association Bulletin (February 1991, 6) that the rate of library acquisitions had fallen somewhat over the decade as a result of inflation and a diminishing acquisitions budget. The increased cost of journal subscriptions also had affected adversely the acquisition of monographs, leading to heavy pressure for the cancellation of many subscriptions.

The second undergraduate library surveyed was reported in the Manitoba Library Association Bulletin (February 1991, 4) as being in the process of revising its services in light of economic realities and technological change. The strategic plan proposed by the Library Administration for the years 1990-95 suggested several fundamental changes in the staffing structure that would enhance librarians' employment value by recognizing their subject expertise. It was specially mentioned that the library should occupy a more significant place in the central administration of the university, and that the chief librarian should be part of the university's management team, with equivalent academic rank. The strategic plan noted that this approach of providing administrative access to the governing bodies of the institution enables the library to have a high profile, and enables librarians to be involved in all major issues in the university.

Appendix A lists staff benefits extended according to the respective institutions' contractual agreements with the academic librarians of the individual libraries surveyed. The first undergraduate library surveyed reported full coverage of benefits available to the librarians. The second library had certain benefits, such as paternity leave, listed as "under consideration," but some other benefits such as short-term research/study leave, merit award, and merit pay, were not available. The third library listed both short-term and medium-term research/study leave as being under consideration, and merit pay and merit award as unavailable. With a fairly substantial professional development allowance, all three undergraduate libraries reported having both the freedom and the facility to attend or undertake any of the developmental activities available.

Two of the undergraduate libraries reported that the librarians are members of the Faculty Association, and enjoy the same benefits as the teaching faculty. In the first undergraduate library, one librarian worked on a committee to establish faculty rank for librarians, using Assistant Professor as the bench mark. Librarians are treated as equivalent to, but not the same as, the faculty members. Promotion in rank without changing position is based on experience, knowledge and service. The emphasis is placed on performance. Research is not spelled out as a special category for promotion. The four different ranks for librarians are Librarian I, II, III and IV. The second undergraduate library also has specified classification by rank. The term Professional Associate is used, with ranks I to IV. A doctoral degree is required for Professional Associate IV.

Librarians' Viewpoints

Profile of the respondents. All fourteen librarians who were surveyed in the three undergraduate libraries in Manitoba responded to the questionnaire. Six of the respondents were associated with the subject discipline of arts and humanities, four

with social sciences, one with sciences and three from a combination of different disciplines. Profiling managerial responsibility, four out of the fourteen respondents had no supervisory responsibilities, six supervised support staff, and four supervised both support staff and professional librarians.

Internal and external changes needing human resources development.

Table 17 summarizes the choices made by respondents from undergraduate libraries to the question of internal and external changes requiring human resources development. Slightly more than half the respondents stated that library automation required the most human resources development, while others believed that it required some development. The next choices were "changes brought by budget increase or library expansion" and "significant budget cuts." With regard to stating which changes would require some development, "changes in interaction with other libraries" received a high rating of eleven out of fourteen, followed by "changes in library services provided," "changes in library organization structure," and others, as shown in Table 17. In fact, almost all the changes that were not chosen as requiring the most development, such as utilizing the library work force, were chosen as requiring some development. No one in the undergraduate libraries added new entries for societal changes or changes in subject fields. Changes in union's influence and in college organizational structure each had six responses for "needing little development." Some changes, such as change in reporting structure, and changing faculty, had divided opinion among the respondents, with fairly equal weight given to "needing some development" and "needing little development."

Significant changes in undergraduate libraries. Table 18 covers the responses from the librarians in the three undergraduate libraries when asked to identify up to five of the most significant changes occurring in their libraries. Nine out

TABLE 17

INTERNAL AND EXTERNAL CHANGES NEEDING HUMAN RESOURCES DEVELOPMENT
IN UNDERGRADUATE LIBRARIES

(14 responses)

[1 = need most HRD; 2 = need some HRD; 3 = need little HRD; 4 = need no HRD; 5 = no such change/not applicable; 6 = no answer]

Internal and External Changes	Choices Made					
	1	2	3	4	5	6
Change(s) in library buildings	0	7	3	0	4	0
Changing work force in library (<i>e.g. change in age, gender, etc.</i>)	0	7	4	0	2	1
Leadership change in library	1	4	3	2	4	0
Changes in library organization structure	1	8	0	1	4	0
Change in reporting structure	0	5	5	0	4	0
Changes in library user profile	1	3	5	0	5	0
Changes in library services provided	2	9	1	1	1	0
Changes in interaction between library units	0	4	4	1	4	1
Changes in interaction with other depts. in university/college	1	3	5	0	4	1
Library automation	6	5	2	1	0	0
Significant budget cuts	3	5	3	2	1	0
Significant budget increase/library expansion	4	3	4	1	2	0
Changes in union's influence	0	4	6	1	3	0
Changing faculty (<i>e.g. age, gender, programmes, etc.</i>)	0	6	5	1	1	1
Changing student population (<i>e.g. age, gender, programmes, etc.</i>)	0	6	4	2	1	1
Leadership change in university/college	0	6	3	2	3	0
Change(s) in university/college organizational structure	0	6	6	1	1	0
Change(s) in interaction with other libraries (<i>e.g. resource sharing, inter-library loan, etc.</i>)	0	11	3	0	0	0
Societal changes	0	0	0	0	0	14
Changes in subject fields	0	0	0	0	0	14

TABLE 18

SIGNIFICANT CHANGES IN UNDERGRADUATE LIBRARIES

(14 responses)

[Ranking of 5 most significant changes, starting with 1 as most significant; 6 = no answer]

Significant Changes	Choices Made					
	1	2	3	4	5	6
Change(s) in library buildings	0	1	1	1	0	11
Changing work force in library (<i>e.g. change in age, gender, etc.</i>)	0	0	3	0	0	11
Leadership change in library	2	0	4	2	0	6
Changes in library organization structure	0	1	0	0	2	11
Change in reporting structure	0	1	0	0	0	13
Changes in library user profile	0	0	0	1	0	13
Changes in library services provided	1	0	0	0	1	12
Changes in interaction between library units	0	1	1	0	0	12
Changes in interaction with other depts. in university/college	0	0	0	0	0	14
Library automation	9	2	0	0	0	3
Significant budget cuts	1	3	1	2	7	12
Significant budget increase/library expansion	0	1	1	0	0	12
Changes in union's influence	0	0	0	0	0	14
Changing faculty (<i>e.g. age, gender, programmes, etc.</i>)	0	0	0	0	0	14
Changing student population (<i>e.g. age, gender, programmes, etc.</i>)	0	0	0	0	1	13
Leadership change in university/college	0	0	0	1	0	13
Change(s) in university/college organizational structure	0	1	0	0	1	12
Change(s) in interaction with other libraries (<i>e.g. resources sharing, inter-library loan, etc.</i>)	0	0	0	1	2	11
Societal changes	0	0	0	0	0	14
Changing role of librarians	0	0	0	0	0	14

of the fourteen respondents identified library automation as the most significant change facing them. Three respondents made no choice, and the remaining two respondents placed library automation as the second most significant change in their libraries. Only two respondents chose leadership change in the library as the most significant change. Budget cut was the most common second choice. Budget restraint was one change that was placed by every one of the respondents within the top five changes affecting their libraries. Changes not chosen by any respondents as significant for their libraries include changes in interaction with other department in the college, changes in union's influence and changing faculty.

Satisfaction with availability and adequacy of human resources development incentives/activities/opportunities. Table 19 illustrates the responses from the three undergraduate libraries on the availability and satisfaction level for each of the incentives, activities and opportunities for human resources development for librarians. The table also includes summaries of the broad categories of incentives, activities and opportunities, with the corresponding levels of satisfaction expressed by librarians.

Considering Table 19 in the broad category of staff recognition, certain aspects of human resources development were considered by some to be unnecessary - in particular, merit pay, merit award and letter of commendation. However, an almost equal number of respondents stated that these incentives were desirable, although not offered in their libraries. In the other three components of this category, including performance appraisal, attitudinal support from immediate supervisor and from library senior management, more than half the respondents expressed satisfaction with each.

The next category reviewed reimbursement for incentives, activities and opportunities offered. Table 19 shows a high level of satisfaction with all the

TABLE 19

SATISFACTION WITH AVAILABILITY AND ADEQUACY OF
HUMAN RESOURCES DEVELOPMENT
INCENTIVES/ACTIVITIES/OPPORTUNITIES IN UNDERGRADUATE LIBRARIES
(14 responses)

[1 = offered and satisfactory; 2 = offered but unsatisfactory; 3 = not offered but desired; 4 = not offered not desired; 5 = no answer/not applicable]

Incentives/Activities/Opportunities	Choices Made				
	1	2	3	4	5
Staff recognition:	35	3	16	19	11
Performance appraisal	9	0	2	3	0
Merit pay	1	2	3	6	2
Merit award	3	0	4	5	2
Letter of commendation	4	0	4	5	1
Attitudinal support from immediate supervisor	9	1	1	0	3
Attitudinal support from library senior management	9	0	2	0	3
Reimbursement for:	73	5	4	6	10
Travel to conferences, etc.	10	4	0	0	0
Tuition fees	12	0	0	1	1
Association membership(s)	9	0	2	2	1
Purchasing professional development materials	12	1	0	0	1
Computer searches	10	0	1	0	3
Photocopying for study/research purposes	11	0	1	0	2
Audiovisual preparation	9	0	0	3	2
Research/Study leave:	46	1	3	4	16
Short-term (3 months)	6	0	1	2	5
Medium-term (3-6 months)	8	0	1	1	4
Long-term (1 year)	11	0	0	0	3
Time allotment for research projects	8	1	1	1	3
Time allotment for conferences, etc.	13	0	0	0	1
Job enhancement:	25	1	16	32	10
Job exchange	3	0	5	5	1
Job sharing	4	0	4	6	0
Internal job rotation	3	0	3	6	2
Rotation of supervisory/managerial position	2	1	2	8	1
Traditional coaching (supervisor to employee)	6	0	1	4	3
Peer coaching	7	0	1	3	3
Job training:	35	2	8	4	7
Orientation	9	1	1	1	2
Initial training	9	1	1	1	2
Ongoing training	8	0	3	1	2
In-service activities	9	0	3	1	1
Developmental opportunities:	25	0	5	6	6
Short-term workshops	11	0	2	0	1
Long-term course (<i>e.g. degree programmes</i>)	4	0	2	5	3
Career development	10	0	1	1	2

incentives in this category. With regard to research/study leave, this category offers the highest level of satisfaction among the respondents; thirteen out of fourteen respondents expressed satisfaction with time allotted for conferences. Also, short-term leave and time allotment for projects each received satisfactory ratings from eight respondents. However, this is the category in which the largest number of respondents did not answer.

In the category of job enhancement, the expressed satisfaction rating is only a total of twenty-five cumulatively for all the incentives in this category. Thirty-two responses stated that librarians were not particularly interested in receiving any of these incentives. The specific incentive that was rated most poorly was rotation of managerial position, with eight out of the fourteen respondents stating that this was neither offered nor desired in their libraries. In general, a significant number of respondents expressed little interest in other job enhancements, such as internal job rotation, job sharing and job exchange.

The next category, job training, received a uniformly high satisfaction rating from the respondents, with nine out of fourteen expressing satisfaction for almost all of the incentives in this category.

Similarly, developmental opportunities, the last category, received high ratings both for short-term workshops and career development. Long-term course opportunity received satisfactory ratings from only four respondents; two respondents stated that this opportunity was not offered although sought, while five respondents agreed that the opportunity did not exist but did not desire it.

Rating of librarians' abilities to serve users. Table 20 shows that a high percentage of the respondents from the undergraduate libraries considered themselves to be effective in serving their users. Two believed that they were most effective and

TABLE 20
RATING OF LIBRARIANS' ABILITIES TO SERVE USERS
IN UNDERGRADUATE LIBRARIES

[1 = most effective to 5 = least effective; 6 = no answer]

Number of Respondents	Choices Made					
	1	2	3	4	5	6
14	2	5	5	2	0	0

five slightly less so, and five chose the middle position. Only two respondents believed themselves to be less than effective. All answered this question and no one believed themselves least effective.

While finding certain strength in their abilities, the respondents had some concerns in their assessment of their own performance, particularly connected to lack of funding for needed functions and facilities. One respondent added lack of time for training as a concern, while another referred to "relatively low priority in the view of the university administration." Except for budget restraints, the respondents expressed confidence of coping "rather well," and believed that "most changes in our library have had a positive effect on my ability to serve my clientele." One respondent commented: "We exploit what we have to the fullest and rely on resource sharing."

Initiator and determinators of developmental activities. Table 21 lists the initiators of developmental activities in undergraduate libraries in Manitoba. The majority identify the individual librarian as the primary initiator of developmental activities. There is no dominant choice for the second rank. Library administrator is the most common choice for the third rank. No one chose section supervisor as a significant initiator of developmental activities.

Table 22 provides a ranking of answers to how developmental activities were determined in the undergraduate libraries. Determination by individual librarians received the highest number of responses. Librarians' council and supervisor were both a distant second as the "most frequent determinator." Supervisor/manager and senior management were seen less frequently as the determinator.

Effectiveness of human resources development in satisfying needs. Table 23 shows the response from the librarians in the undergraduate libraries about the effectiveness of the human resources development programme in their libraries. All the librarians believed that their development needs were satisfied, with six of them reasonably satisfied, two of them well satisfied, and six of them most satisfied.

TABLE 21

INITIATORS OF DEVELOPMENTAL ACTIVITIES IN UNDERGRADUATE LIBRARIES

(14 responses)

[1 = most frequent to 5 = least frequent]

Initiator	Choices Made				
	1	2	3	4	5
Librarian	9	4	0	0	1
Section supervisor	2	3	0	2	1
Library administrator	2	2	5	2	3
Work group/committee	0	1	0	0	2
Combination of the above	0	1	1	2	1

TABLE 22
DETERMINATORS OF DEVELOPMENTAL ACTIVITIES IN UNDERGRADUATE LIBRARIES

(14 responses)

[1 = most frequent to 6 = least frequent; 7 = no answer]

Activities Determined	Choices Made						
	1	2	3	4	5	6	7
Through regular performance appraisal	0	0	0	2	1	1	10
Staff development committee	0	0	1	0	2	0	11
Librarians' council or group	2	0	1	0	1	0	10
Perceived need by individual librarians through day-to-day experiences	10	1	2	0	0	0	1
Perceived need by supervisor/manager through observations of day-to-day work	2	4	0	1	1	0	6
Perceived need by senior management through observations of day-to-day work	0	3	2	1	2	0	6

TABLE 23

**EFFECTIVENESS OF HUMAN RESOURCES DEVELOPMENT IN
SATISFYING NEEDS IN UNDERGRADUATE LIBRARIES**

(14 responses)

[1 = most satisfactory to 5 = least satisfactory; 6 = no answer]

Satisfying	Choices Made					
	1	2	3	4	5	6
Librarians' needs	6	2	6	0	0	0
Library's needs	4	4	6	0	0	0
University/College's needs	4	0	9	0	0	1

The librarians also were all satisfied that the development programme met their libraries' needs, but fewer expressed most satisfaction. For meeting the universities' needs, the majority of the respondents were well satisfied, but the satisfaction level was lower.

Some of the respondents further elaborated their rating for effectiveness. Respondents with a high satisfaction rating of personal effectiveness often said they have the freedom to learn when they need it, and that developmental activities are personalized. One respondent stated further: "Library administration has been fairly supportive with staff training (visits to other sites, etc.) and has provided terminals we can practice with in advance; library administration provided opportunities to learn word processing skills." With regard to the effectiveness of the human resources development programme in satisfying the needs of the undergraduate libraries, one respondent stated that the library does a good job, and another said that the university had to find access to library materials. With regard to the effectiveness of the human resources development programme on satisfying the needs of the university, one reason given for rating the satisfaction level to be only adequate was that the "library is not always considered important." One respondent pointed out a practical difficulty due to the budget cut: "we have little experience in trying to teach a very large body of staff and students how to use OPAC [Online Public Access Catalogue] and related equipment; there is no indication that needed staff time, physical resources (training rooms, etc.) or money (to hire additional staff briefly) will be made available."

Human resources development and administrative strategy. No one strategy seems to be predominantly considered as the prevailing administrative strategy in the undergraduate libraries. As shown in Table 24, the respondents were divided between innovation strategy and quality improvement. Other strategies, such as cost reduction strategy and a combination, each received one response, while four

TABLE 24
HUMAN RESOURCES DEVELOPMENT AND ADMINISTRATIVE STRATEGY
IN UNDERGRADUATE LIBRARIES

(14 responses)

Administrative Strategy	Choices Made
Cost reduction strategy	1
Innovation strategy	4
Quality improvement strategy	3
Cost and quality strategies	0
Cost and innovation strategies	0
Innovation and quality strategies	0
Cost, quality and innovation strategies combined	1
"Serendipity"	1
"Dictatorship"	0
"Don't know"	4
No answer	0

respondents did not know what their library's prevailing strategy was. A respondent who stated that the prevailing administrative strategy was innovation strategy "within budgetary restraints" commented further that it was "a basic hands-off approach to management which is probably appreciated by the librarians."

Table 25 shows the ranking given by the respondents from the undergraduate libraries about the matching of human resources development with the administrative strategy in their library. No one stated that the matching was less than adequate. The majority of the respondents believed that the matching was adequate, while a few found it better than adequate. Some of those who chose the ranking of adequate matching mentioned a lack of planning. One person found it difficult to match the programme with the strategy and said: "There is no formulated human resources development programme. There is a continual, though occasionally inconsistent, encouragement of staff to attend conferences, etc. and acquire skills." One respondent pointed out that the financial constraint is unavoidable: "The financial incentives, with the exception of merit increases, are beyond the Library Administration. The strategy is actually reactive to external conditions. Individual freedom allows the librarians to make the best of rather trying conditions."

Table 26 lists the responses from the librarians in the undergraduate libraries with regard to the "fit" between the human resources development programme and the administrative strategy on their effectiveness, and the impact of such a fit on their individual library's effectiveness as well as on the individual university's effectiveness in meeting each one of their objectives respectively. All fourteen librarians answered this question. With regard to their own effectiveness, the majority were well satisfied and the remaining respondents found themselves to be adequately effective. No one thought he or she was less than effective. Some of those who stated they were more than adequate in effectiveness credited "having an outstanding and effective staff." One respondent commented that "the librarians are given plenty of space to create their job."

TABLE 25

**MATCHING OF HUMAN RESOURCES DEVELOPMENT WITH ADMINISTRATIVE
STRATEGY IN UNDERGRADUATE LIBRARIES**

[1 = matches most to 5 = matches least; 6 = no answer]

Number of Respondents	Choices Made					
	1	2	3	4	5	6
14	1	3	8	0	0	2

TABLE 26

**EFFECTIVENESS OF HUMAN RESOURCES DEVELOPMENT
IN UNDERGRADUATE LIBRARIES**

(14 responses)

[1 = most effective to 5 = least effective; 6 = no answer]

	Choices Made					
	1	2	3	4	5	6
Librarians' Effectiveness	4	5	5	0	0	0
Library's Effectiveness	2	8	4	0	0	0
University/College's Effectiveness	1	2	7	1	0	3

With regard to the fit of the human resources development programme with the administrative strategy, and its impact on the library's effectiveness, the majority of the respondents found it more than adequate in its effectiveness. As a reason for holding this position, one respondent pointed out that the library is beginning to be known for its creativity and innovation, as well as for its strength in human resources.

With regard to the university's effectiveness, half the respondents thought that the existing "fit" between the human resources development programme and the administrative strategy enabled the university to be reasonably effective. One respondent, who rated the university's effectiveness as adequate, had the following comment: "Effectiveness of a whole institution is a very difficult thing to assess; individual career goals and desires to improve personal skills may not and need not match those of the institution as a whole." Another respondent who had rated the effectiveness to be low stated that the "library [is] not usually considered" by the University Administration.

Additional skills, knowledge, attitudes needed. Table 27 gives a list of new additional skills, knowledge and/or attitudes desired by the respondents from the undergraduate libraries. Automation/computer skills, management/leadership skills and knowledge of university politics and personnel were the top ranking choices, each with three responses. Cooperation or team building received two responses; flexibility, problem-solving, communication skills, interpersonal skills and grantsmanship each received one response. Added to this were teaching skills and "personal traits" such as positive outlook, dynamism, emotional maturity, modesty, and humour. Comments included suggestions that the library administration should be more assertive in dealing with university administration, and more cognizant of issues relating to fund-raising.

TABLE 27

ADDITIONAL SKILLS/KNOWLEDGE/ATTITUDES NEEDED TO HANDLE CHANGES
IN UNDERGRADUATE LIBRARIES

(14 responses)

Skills/Knowledge/Attitude Needed	Choices Made
Automation/Computer skills	3
Management/Administration/Leadership skills	3
Adapting/Change of attitude/Flexibility	1
Communication skills	0
Reappraisal/Evaluation/Problem solving/Planning skills	1
Cooperation/Team building	2
Human relations/Interpersonal skills	1
Budgeting	0
Fund-raising/Grantsmanship	1
Becoming more professional	0
Personal traits	1
Knowledge of university/college politics, personnel	3
Word processing/Keyboarding	0
Knowledge of library goals/planning	0
Research skills	0
Collection management	0
Public relations/Marketing skills	0
CD-ROM skills	0
Continuing education-oriented skills	0
Appreciation from administration	0
New policy for changed system	0
User-centered	1
Teaching skills	1

Developmental activities needed. Table 28 lists the developmental activities that the respondents from the undergraduate libraries stated they needed in their libraries. Seven respondents made no reply. Four of the remaining seven respondents chose computer training as a desired developmental activity, while other activities, such as management skills and training in current procedure, received one response each, as shown in Table 28. One respondent suggested that there could be a better discussion among colleagues about development activities in which they have participated (e.g. a brief, informal colloquium).

Barriers preventing implementation. Table 29 lists the barriers that the respondents from the undergraduate libraries stated as preventing implementation of developmental activities. There was again only a total of seven responses for this question. Four cited lack of time as the main barrier, four others stated the barrier to be lack of funding, and two respondents believed that lack of administrative interest or planning acted as a barrier as well. One respondent said that, often, an attitude of resistance to change was the barrier. Lack of encouragement from administrators and lack of interest among library colleagues also were suggested as possible barriers.

Suggested solutions to overcome the barriers. Table 30 records the solutions suggested by the respondents from the undergraduate libraries to implement needed developmental activities. There were only five respondents. Three out of five respondents suggested finding needed funding or grants as a possible solution. Promoting training, lobbying for change, "making time," workshops and flexible research leave or time off each were suggested once. One respondent suggested holding informal colloquiums or presentations on developmental activities in which the librarians have participated.

TABLE 28
DEVELOPMENTAL ACTIVITIES NEEDED IN UNDERGRADUATE LIBRARIES
(14 responses)

Activities Needed	Choices Made
Computer training (OPAC, Micro)	4
Management skills	1
CD-ROM (networks, scanners)	1
Communication skills	0
Training to upgrade systems and procedures	1
Information exchange	1
Higher degree courses	0
Release time for short-term projects	0
Time management	0
Job awareness	0
Career counselling	0
Improved travel facility	1
Word processing	0
System-wide knowledge	0
Performance standards	0
Job exchange	0
Licensing examination	0
Interpersonal skills	0
Financial reimbursement	0
Recreational activities	1
No answer	7

TABLE 29

**BARRIERS PREVENTING IMPLEMENTATION OF DEVELOPMENTAL ACTIVITIES
IN UNDERGRADUATE LIBRARIES**

(14 responses)

Barriers	Choice Made
Lack of time	4
Lack of funding	4
Lack of administrative interest or planning	2
Not enough or appropriate courses	0
Resistance	1
Not enough equipment	0
Lack of staff	0
Lack of instructors/poor timing	0
Difficult to schedule	0
Union not pursuing	0
Unaware of need	0
Hierarchical and complex structure	0
Lack of space	0
Isolation in unit	0
No answer	7

TABLE 30
SUGGESTED SOLUTIONS TO OVERCOME THE BARRIERS
IN UNDERGRADUATE LIBRARIES

(14 responses)

Suggested Solutions	Choices Made
Funding/Endowment/Grant	3
Training/Courses	1
"Make time"	1
Lobbying/Attitude change	1
Workshops and Seminars	1
Flexible research leave	1
Make better distribution of computers and other equipment	0
Read in that area	0
Job rotation	0
Staffing	0
Additional space/New library	0
Travel to other locations	0
Committee work	0
Floating librarian to substitute	0
Better use of support staff	0
Ask staff what they want	0
"Force implementation"	0
No answer	9

Librarians' recommendations of administrative strategy. A majority of the respondents from the undergraduate libraries believed that participative management is important for achieving optimum productivity in their libraries, while three respondents thought that a combination strategy would be most effective. Table 31 lists the other strategies that received one response each. The respondents' comments stressed the need for "a relatively flat organizational structure," "a balance between quality improvement and innovation," and "communication, cooperation, honesty." One respondent pointed out that "the present case, informal style with somewhat improved communication (pragmatically) obtains good mileage now and probably offers the most productive approach." Another respondent suggested specific details as to what constitutes participative management: "Overall approach would stress things such as (1) small task forces or teams that are assigned to specific projects - giving team members incentives to seek development, acquire expertise, etc. (2) public acknowledgement or recognition of development activities undertaken - to be done tastefully and tactfully (3) recognition and encouragement of more abstract, scholarly resource development, as well as purely task or skills oriented development (e.g. incentives to publish a book or an article, as well as to take a course in Lotus 1-2-3) (4) reasonable amount of funds made available for attending or participating in human resource development activities."

Respondents also recommended that "we would need more often to discuss general library operation, even if we work each in our own corner," and there should be "less 'Library Bashing' on the part of senior university administrator."

Recommended strategies for motivation. Table 32 shows the choices made by the respondents from undergraduate libraries about recommended strategies for motivating non-motivated librarians. Five of the fourteen respondents did not answer this question. Four respondents stressed positive feedback, while two suggested

TABLE 31

**LIBRARIANS' RECOMMENDATIONS OF ADMINISTRATIVE STRATEGY
IN UNDERGRADUATE LIBRARIES**

(14 responses)

Recommended Strategy	Choices Made
Participative management	8
Formation and clarification of policy and procedures	0
Innovation and quality strategies	0
Innovation, quality and cost strategies combined	3
Innovation strategy	1
Administrative fairness and leadership	1
Quality improvement strategy	0
Relating individual potential to needs	0
Recognition/Encouragement by administration	1
Funding	1
Don't know/Not sure	0
No answer	4

TABLE 32

RECOMMENDED STRATEGIES FOR MOTIVATION IN UNDERGRADUATE LIBRARIES

(14 responses)

Recommended Strategy for Motivation	Choices Made
Positive feedback through regular performance appraisal & goals & objectives	4
Find out the motivating factor for the individuals	1
Distribute tasks to match special abilities/interests/potential skills	2
Varies with individual	1
Describe benefits when motivated - counselling	0
Participative decision-making and project planning	1
Challenge the employee	1
Responsibility with librarian	0
Professional autonomy	1
Flexible research/study leave	0
Provide development awareness and opportunities	0
Training sessions	0
Peer pressure	0
No answer	5

this question. Four respondents stressed positive feedback, while two suggested distribution of tasks to match the special abilities of the librarian. Table 32 shows other choices, each with one response, including professional autonomy, challenging the employee, etc. The respondents elaborated their suggestions with further comments that stressed open communication and a planned approach. A full list of respondents' comments is included in Appendix B.

Administrative Viewpoint

The chief administrators of the three undergraduate libraries were interviewed regarding their views on human resources development in their libraries. Following are the summaries of the interviews.

The first undergraduate library. The director of the first undergraduate library rated highly the concept and practice of human resources development, as he believed that the productivity of the library depended on it. In keeping up with the needed development, a librarian has a sense of satisfaction in knowing that he or she can cope with incoming changes. The library has had many changes ("real change in what they were doing then and what they are doing now") and many achievements. Often the librarians had to learn through a "sink or swim" approach and were called upon to fight "custodial" mentality. The librarians have been "coping with the change very well," by learning on their own whatever skill was required by the change, and identifying the commonality between the old and the new methods.

The Director believed that the traditional weak spot for librarians is in managerial training, and he held library schools responsible for having a weak managerial training programme. Increasingly, librarians are getting managerial experience on the job, particularly in small libraries where all librarians are given some supervisory tasks.

As in other university libraries, this library offered travel and professional development allowances that are indexed to the cost of living. The librarians were disappointed that the unused portion of their professional development allowance would revert to the university administration budget and not to the library. Other benefits such as sabbatical leave are available to librarians as part of the faculty union, although so far, no librarian has taken advantage of this opportunity. The Director pointed out that in smaller libraries, substituting another employee for the person on sabbatical involves practical difficulties, as there are very few staff librarians to begin with, and each is responsible for a particular area. The Director also believed that membership in associations is "weak," as to his knowledge there are no professional associations as regulatory bodies for librarians.

The Director described his style of management as a participatory one. The structure is not rigid, and allows creativity. Informal meetings are held once a week, and most of the time, credit for good performance is openly given. The Director stated that the image of the library is often dependent on "how good a relationship the library administration has with the university administration," noting that this has a "spin-off effect" on library staff. The library staff know the teaching faculty by name, and there is good rapport between them.

While it would be difficult to calculate the exact percentage of the budget that is allotted to activities related to human resources development in the library, the Director reiterated that the lack of government funding for the university, when added to the burden of GST and payroll tax, has taken its toll on university spending, and will inevitably cripple developmental activities as well. There is no plan for expansion of human resources development, and all efforts are being made to maintain the status quo.

The Director stated that it would be very useful to have a human resources development model, as it would allow the library administration to take an active

approach to human resources development. By following a systematic approach for professional development, the image of the librarian as an equal partner in the academic community can be strengthened.

The second undergraduate library. The approach to management in this library is influenced by the fact that in recent history all the professional librarians had worked, in turn, as the Acting Director of the library for six months. Thus, when the new Director took over, all the librarians were very familiar with the problems and potential of the library. Decisions were made collectively, at first through formal weekly meetings. Later, these meetings were felt to be unnecessary as the librarians were informally discussing library issues at other times.

One of the problems facing the library was that the faculty perceived the library as static and unimaginative. The challenge was to put the library administration at an appropriate level within the university. Reorganization of the administrative structure is currently taking place in the university and it is envisaged that the deans and directors will all report to the Vice President (Academic), thus making the library director equivalent to the deans of academic units.

The interaction of librarians with the faculty is informal. In addition, the Director, who holds a doctoral degree, teaches a course which helps to improve not only the image of the library but also the faculty's attitude towards librarians in general. In the Director's opinion, encouraging librarians to share in teaching would blur the unnecessary distinction between faculty and librarians. The Director also believed that all the librarians appear to be well motivated. Some librarians are more aware of certain technical aspects than the Director, which helps in decision-making on issues such as the integration of government documents into the collection. As long as the professional librarians make a viable case, their suggestions are heeded.

Much emphasis is placed on academic specialization in areas outside of the library purview. Several librarians hold degrees in various subjects, and a few (including the Director) pursue academic interests by publishing in these fields. Within the terms of the collective agreement, the librarians can earn recognition in the form of promotion by publishing and presenting papers at conferences. The library Director stated that this form of "academic moonlighting" would help dispel the image of disparity between librarian and faculty. He also conceded that much of this gap may be in the perception of library staff - "they're the ones who draw that line [between librarians and faculty members] . . . because librarians do feel condescended to." He encouraged librarians to maintain involvement in subject specialization and teaching of research skills as applied to the library context. He also noted that "anyone who works with students offering reference assistance has got to have at minimum a university degree [in order to] have the breadth of knowledge to relate to a student working on a paper . . . It will be coming up as a requirement . . . In the future, when I hire, I will require a university degree [for support staff as well]."

Both professional and non-professional staff are encouraged to pursue educational upgrading, and "under contractual agreement with the university have the right to take courses free of charge." Educational courses are therefore not subsidized by the library's staff development budget. As the Director stated, library staff are expected to make up working hours used for this purpose, unless another employee is able to absorb that responsibility: "Nobody punches a clock; I want to see the work done."

A portion of the cost of human resources developmental activities comes under library jurisdiction, but much of the disbursement is handled under contract as a "PDA" (professional development allowance). Any expenditure exceeding this allowance is requested by the individual staff member directly from the Vice President (Academic), rather than from the library director. Library funds are budgeted for

attendance at professional meetings of interest to the institution or library and for travel. Conference expenditures for individual librarians are covered by the professional development allowance.

Much discussion appears to have taken place in recent months regarding salary for both faculty and professional associates, which up to this point has been "the lowest paid in Canada." The library director expressed interest in seeking methods to reward staff initiative by "psychological rewards that to any extent compensate for the lack of financial ones . . . because that's the only alternative." Under the terms of the new contractual settlement, an increase in faculty salaries is taken out of the operating budget for the library and other services. This is felt to be "a matter of priority [as otherwise] we can't get good people to come here and stay."

The third undergraduate library. The most notable feature about this library is its informality of structure, due to the small number of employees. Both professional librarians on staff are part of the institution's collective agreement of professors, and the chief librarian reports to one of the deans or to the Financial Director, depending on convenience. No specific written human resources development policy exists. As the director stated, "the only thing that's really written is some of the stuff about sports participation." All individual staff development projects are decided by personal agreement with the library director, so that the deciding factor is the degree of personal rapport between individuals.

In a general sense, very good rapport exists between the Director and staff. An open door policy has been established. All policy changes are discussed in an informal forum, with staff comments and criticisms adopted in the implementation of policy. "In a small institution sometimes all you need is to ask general questions and do a small follow-up and, if there's something wrong, try to answer the question or give [staff] a new lead . . . the continuous feedback fosters a good fit."

No formal structures for regular meetings or for performance review have been established. The only formal appraisal occurs at the time of tenure agreement, as specified in the Collective Agreement. The Director thought that occasionally this was a handicap, as individualized feedback regarding job performance would be useful. However, the Director recently began making a formal yearly report which also was circulated to the staff as a collective production review. This had the same effect as performance appraisal, in terms of motivation and standard setting.

The library budget is allotted as a whole sum to be disbursed at the Director's discretion. Two line items in the budget are devoted to staff development: membership in professional associations to which the library belongs or has a representative; and monies for conferences or travelling expenses. The Director apportions these into a rough per capita allotment for human resources development, with flexibility based on demand. Extra financing may be obtained from the college for a justifiable expenditure because, with "a sense of financial responsibility with the institution as a whole . . . [we] need some kind of accountability." When funding is limited, professional librarians themselves are encouraged to contribute toward membership in professional associations.

The library director initiates developmental activities in view of institutional or library goals, and also provides encouragement for staff to participate in organized activities, professional associations or committees, for personal improvement. The staff also may request developmental activities to achieve individual goals, which are accommodated as far as possible within the human resources development budget. Occasional overspending, such as on sabbatical pay, is allowed for; however, this is accomplished by registering a budget deficit without touching the acquisitions budget, even in situations of financial restraint. Any policy important to improve the library's service capabilities or outward image with its clientele is thought to be of greatest

priority: "We make sure that the number one thing is the clientele . . . when we make a decision and it involves public service, my staff has been very good to put themselves in the shoes of the clients we serve."

Provision has been made, informally or through precedent, for various intramural or extramural developmental activities, including study leave and job exchange. Not all of these have been requested by staff: "it's there if you really want it, but nobody has tested it or gone through with it. There's an openness, but there's so much that the possibilities haven't been tested." Most major environmental changes are accompanied by discussion and training, as the Director noted that "it's the way that you introduce the change that makes the difference." Individual motivation and self-confidence are also thought to be the key in staff's response to changes faced by the library, as well as "the attitude of the person accepting or not accepting the change. Some people love changes, some other people have to be very stable in their office set-up and are more reluctant to change." The Director believed that, given the small size of the library, informal and non-threatening developmental activities would be the best approach to gradually introduce major changes. "If the staff is open, the informal approach is going to be much stronger than formal communication, because the needs are different."

The library director welcomed formal human resources development models as points of comparison, noting that "a lot of calculations are sometimes hard to apply with one or two people here." A model was felt to be useful to check against the library's own structure and function, as well as to provide motivation for the manager. He believed, however, that despite the informal or impromptu nature of staff development policy in his library, "even if goals and objectives aren't set on paper, your goals and objectives are in your head . . . There is no formal human resources development to pursue, as a strategy on paper. But human resources development is

there in the openness of the administrators and in the willingness to give your staff a chance to promote and to learn. That openness is probably more important than anything on paper.”

Community College Libraries

Historical perspective

Three community college libraries are part of the academic library group in Manitoba. At present, the community colleges are government institutions, with the Presidents of the colleges reporting directly to the provincial Minister of Education, rather than to a Board of Governors and a senate, as in the case of university-based libraries. This reporting structure influences the decision-making process of staff development. The staff development manual of the community colleges treats all staff members as civil servants. Governance of community colleges in Manitoba will change in 1993, when the colleges are expected to become autonomous, reporting to Boards of Governors.

According to a contractual agreement, community college librarians are not grouped with instructional staff, and hence sabbatical and study leaves do not apply automatically to librarians. Appendix A lists all of the staff benefits extended to academic librarians in community colleges.

Many of the policies and procedures for staff development prepared for the largest college are applicable to the two smaller colleges. The staff development manual for the largest college is comprehensive and, unless otherwise noted, all the benefits offered are applicable to librarians also. However, there is no single benefit or procedure that is applicable to librarians exclusively. The college has both a Director and a Coordinator in charge of staff development. Due to this degree of organization, the plans and procedures for staff development are prepared well. Staff

in-service days are held regularly, with full participation from the Staff Development Committee that is set up to help the Director and Coordinator of the staff development programme.

The manual for the first community college, unique among all staff development manuals studied, states that "while a major focus is to provide a variety of learning opportunities related to a staff member's current position, another significant focus is to enable staff to acquire new skills related to career change or advancement." Various types of sabbatical and return-to-industry leaves are available to instructional staff in community colleges, providing up to seventy percent reimbursement of salary. As librarians are not considered part of faculty, they have difficulty in obtaining financial support for study leave, and hence have to apply for the more restricted civil service educational leave. Research is not considered directly necessary for work in the community colleges, and as such, no provision is made for the recognition of the advanced academic credit. Because of the college's hierarchical reporting structure which extends as far as the provincial Minister of Education, any travel plans to attend conferences out of town must be given in writing and signatures for approval of such plans have to be obtained from as many as seven different superiors.

Librarians' Viewpoints

Profile of the respondents. All five librarians from the three community college libraries in Manitoba responded to the questionnaire. Two of them were associated with the subject discipline of social sciences, one with arts and humanities, and two from a combination of disciplines. In profiling managerial responsibility, all five of them reported having responsibility for supervising support staff, but not over other professional librarians.

Internal and external changes needing human resources development.

Table 33 shows the summary of responses from the community college librarians with regard to internal and external changes in their individual library that would call for human resources development. Library automation was chosen by all but one respondent as the one change that called for the most development, with the remaining respondent saying that it required some development. Equal numbers of respondents stated that budget changes also required the most development, followed by changes in library services. Changes in library organization structure and changing work force in the library each received one response for needing the most development. Table 33 also shows that the respondents considered some other changes in the colleges as requiring some development.

Significant changes in community college libraries. Table 34 covers the response from the librarians in the community college libraries when asked to identify up to five of the most significant changes occurring in their individual library. Four out of the five respondents chose library automation as their first choice for the most significant change confronting them, while the remaining respondent chose change in library organization structure. With only four respondents making a second choice, budget cut came second with two responses. Changes in library services were noted both as second and third choices with one response each. Leadership change was not chosen by any of the respondents as a significant change.

Satisfaction with availability and adequacy of human resources development incentives/activities/opportunities. Table 35 illustrates the responses from the community college librarians on the availability and satisfaction level for each of the incentives, activities and opportunities for human resources development. It

TABLE 33

INTERNAL AND EXTERNAL CHANGES NEEDING HUMAN RESOURCES DEVELOPMENT
IN COMMUNITY COLLEGE LIBRARIES

(5 responses)

[1 = need most HRD; 2 = need some HRD; 3 = need little HRD; 4 = need no HRD; 5 = No such change/not applicable; 6 = no answer]

Internal and External Changes	Choices Made					
	1	2	3	4	5	6
Change(s) in library buildings	0	2	2	0	1	0
Changing work force in library (<i>e.g. change in age, gender, etc.</i>)	1	1	1	0	2	0
Leadership change in library	0	3	0	1	1	0
Changes in library organization structure	1	3	0	1	0	0
Change in reporting structure	0	3	1	0	1	0
Changes in library user profile	0	3	1	1	0	0
Changes in library services provided	2	2	0	1	0	0
Changes in interaction between library units	0	2	1	1	1	0
Changes in interaction with other depts. in university/college	0	4	1	0	0	0
Library automation	4	1	0	0	0	0
Significant budget cuts	4	0	0	0	1	0
Significant budget increase/library expansion	3	1	0	0	1	0
Changes in union's influence	0	1	1	2	1	0
Changing faculty (<i>e.g. age, gender, programmes, etc.</i>)	0	1	3	0	1	0
Changing student population (<i>e.g. age, gender, programmes, etc.</i>)	0	1	3	0	1	0
Leadership change in university/college	0	3	2	0	0	0
Change(s) in university/college organizational structure	0	3	1	1	0	0
Change(s) in interaction with other libraries (<i>e.g. resource sharing, inter-library loan, etc.</i>)	0	2	1	2	0	0
Societal changes	0	0	0	0	0	5
Changes in subject fields	0	0	0	0	0	5

TABLE 34
SIGNIFICANT CHANGES IN COMMUNITY COLLEGE LIBRARIES
(5 responses)

[Ranking of 5 most significant changes, starting with 1 as most significant; 6 = no answer]

Significant Changes	Choices Made					
	1	2	3	4	5	6
Change(s) in library buildings	0	0	0	0	0	5
Changing work force in library (<i>e.g. change in age, gender, etc.</i>)	0	0	0	1	0	4
Leadership change in library	0	0	0	0	0	5
Changes in library organization structure	1	0	0	0	0	4
Change in reporting structure	0	0	0	0	0	5
Changes in library user profile	0	0	0	0	0	5
Changes in library services provided	0	1	1	0	0	3
Changes in interaction between library units	0	0	0	0	1	4
Changes in interaction with other depts. in university/college	0	0	0	0	0	5
Library automation	4	0	0	0	0	1
Significant budget cuts	0	2	0	0	0	3
Significant budget increase/library expansion	0	0	0	0	0	5
Changes in union's influence	0	0	1	0	0	4
Changing faculty (<i>e.g. age, gender, programmes, etc.</i>)	0	0	0	0	0	5
Changing student population (<i>e.g. age, gender, programmes, etc.</i>)	0	0	0	0	1	4
Leadership change in university/college	0	0	1	1	0	3
Change(s) in university/college organizational structure	0	0	1	0	0	4
Change(s) in interaction with other libraries (<i>e.g. resource sharing, inter-library loan, etc.</i>)	0	1	0	0	0	4
Societal changes	0	0	0	0	0	5
Changing role of librarians	0	0	0	0	0	5

TABLE 35

SATISFACTION WITH AVAILABILITY AND ADEQUACY OF
HUMAN RESOURCES DEVELOPMENT
INCENTIVES/ACTIVITIES/OPPORTUNITIES IN COMMUNITY COLLEGE LIBRARIES
(5 responses)

[1 = offered and satisfactory; 2 = offered but unsatisfactory; 3 = not offered but desired; 4 = not offered not desired; 5 = no answer/not applicable]

Incentives/Activities/Opportunities	Choices Made				
	1	2	3	4	5
Staff recognition:	16	3	8	3	0
Performance appraisal	3	2	0	0	0
Merit pay	2	0	3	0	0
Merit award	0	0	3	2	0
Letter of commendation	2	0	2	1	0
Attitudinal support from immediate supervisor	5	0	0	0	0
Attitudinal support from library senior management	4	1	0	0	0
Reimbursement for:	16	5	13	1	0
Travel to conferences, etc.	1	2	2	0	0
Tuition fees	2	2	1	0	0
Association membership(s)	2	0	3	0	0
Purchasing professional development materials	3	1	1	0	0
Computer searches	3	0	2	0	0
Photocopying for study/research purposes	3	0	1	1	0
Audiovisual preparation	2	0	3	0	0
Research/Study leave:	3	7	15	0	0
Short-term (3 months)	0	2	3	0	0
Medium-term (3-6 months)	0	2	3	0	0
Long-term (1 year)	1	1	3	0	0
Time allotment for research projects	0	0	5	0	0
Time allotment for conferences, etc.	2	2	1	0	0
Job enhancement:	9	2	8	11	0
Job exchange	1	0	2	2	0
Job sharing	2	2	1	0	0
Internal job rotation	1	0	2	2	0
Rotation of supervisory/managerial position	1	0	1	3	0
Traditional coaching (supervisor to employee)	2	0	1	2	0
Peer coaching	2	0	1	2	0
Job training:	4	16	0	0	0
Orientation	1	4	0	0	0
Initial training	2	3	0	0	0
Ongoing training	0	5	0	0	0
In-service activities	1	4	0	0	0
Developmental opportunities:	3	8	4	0	0
Short-term workshops	2	2	1	0	0
Long-term course (e.g. degree programmes)	1	2	2	0	0
Career development	0	4	1	0	0

also includes summaries of the broad categories of incentives, abilities and opportunities, with the corresponding levels of satisfaction expressed by the librarians.

Considering the broad category of staff recognition, merit award is the only aspect which had divided opinion. In the other four components of this category, all five respondents believed that they had attitudinal support from the immediate supervisor, and all but one perceived attitudinal support from library senior management. For performance appraisal, two respondents stated that it could be improved. Opinion was divided also about merit pay and letters of commendation.

The next category reviewed reimbursement for incentives, activities and opportunities offered. No single aspect in this category held total satisfaction for respondents from the community college libraries. Opinion was divided about the availability of each one of them. In each category, the responses were divided approximately equally between the "offered" and "not offered" selections.

With regard to research/study leave, a general dissatisfaction was expressed with every aspect. All five respondents stated "time allotment for research projects" to be "not offered but desired." For all types of study leave, three of the respondents chose the "not offered but desired" category. Only the aspect "time allotment for conferences" had two respondents stating that they were satisfied.

Reviewing the next category of incentives, opinion again was divided evenly among the respondents. While one or two respondents expressed satisfaction with each of the incentives in this category, two or three respondents stated that the incentive was neither offered nor desired, and at least one respondent for each incentive stated that it was desired but not offered. Three of the five respondents stated that they did not desire rotation of managerial positions, while two respondents did not want institutional coaching or peer coaching.

In the next category, job training, only one respondent expressed satisfaction with the incentives, while the rest stated that the incentives were offered but were not satisfactory. In fact, for the category of ongoing training, all five librarians expressed a need for improvement, with all but one saying the same for in-service activities and orientation.

With regard to developmental opportunities, more dissatisfaction was expressed than satisfaction. For career development, four of the respondents stated that it needs improvement, while one said that it was desired but not offered.

Rating of librarians' abilities to serve users. As shown in Table 36, out of the five respondents from community college libraries, one person did not respond to this question on rating one's ability to serve library users. Two respondents believed that they were reasonably effective. One respondent chose being more effective, while another acknowledged being less than effective. No one opted for being most or least effective.

The person who rated his or her personal effectiveness as more than adequate stated that it was because "the library has the resources that allows one to operate at this level." One person who opted for the choice of being reasonably effective said that "the lack of library staff kept us from meeting the needs of our library clientele."

Initiators and determinators of developmental activities. Table 37 ranks the initiators of developmental activities in community college libraries. As their first choice, all five respondents from the community college libraries listed librarian as the prime initiator, and one respondent chose library administration as well. Library administration was the second choice, while work group or staff development committee was chosen as the third choice by one respondent. No one chose section supervisor as it was not applicable.

TABLE 36

**RATING OF LIBRARIANS' ABILITIES TO SERVE USERS
IN COMMUNITY COLLEGE LIBRARIES**

[1 = most effective to 5 = least effective; 6 = no answer]

Number of Respondents	Choices Made					
	1	2	3	4	5	6
5	0	1	2	1	0	1

TABLE 37

INITIATORS OF DEVELOPMENTAL ACTIVITIES IN COMMUNITY COLLEGE LIBRARIES

(5 responses)

[1 = most frequent to 5 = least frequent]

Initiator	Choices Made				
	1	2	3	4	5
Librarian	5	0	0	0	0
Section supervisor	0	0	0	0	0
Library administration	1	3	0	0	0
Work group/committee	0	0	1	0	0
Combination of the above	0	0	0	0	1

Table 38 provides a ranking of answers to how developmental activities were determined in the community college libraries. Determination by individual librarians was chosen by all five respondents. Activities determined through regular performance appraisal and because of a perceived need by a supervisor were second and third choices with two responses each. Staff development committee was chosen only as the fourth and fifth choice, with one response each. Similarly, senior management was chosen as the second choice by one respondent, and again was considered least frequent and the fifth and sixth choices by one respondent each.

Effectiveness of human resources development in satisfying needs. Table 39 shows the response from the librarians in the community college libraries regarding the effectiveness of the human resources development programme in their individual libraries. For each of the three needs - librarians' needs, library's needs and college's needs - two respondents found them to be adequately satisfied, two respondents each found them to be satisfied more than adequately, and one respondent each found them to be satisfied less than adequately. Those who were dissatisfied mentioned their inability to attend conferences and workshops outside Manitoba due to financial restraint. One respondent stated that both "budget problem and lack of understanding on the part of top management" were concerns.

Human resources development and administrative strategy. As shown in Table 40, two of the five respondents from the community college libraries considered their libraries' prevailing administrative strategy to be one of quality improvement. There was one response for cost reduction strategy and one for innovation strategy, while one respondent did not know what the library's strategy was.

Table 41 deals with matching the human resources development programme with the administrative strategy in the community college libraries. One respondent

TABLE 38
DETERMINATORS OF DEVELOPMENTAL ACTIVITIES IN COMMUNITY COLLEGE LIBRARIES

(5 responses)

[1 = most frequent to 6 = least frequent; 7 = no answer]

Activities Determined	Choices Made						
	1	2	3	4	5	6	7
Through regular performance appraisal	0	2	2	0	0	0	1
Staff development committee	0	0	0	1	1	0	3
Librarians' council or group	0	0	0	1	0	0	4
Perceived need by individual librarians through day-to-day experiences	5	0	0	0	0	0	0
Perceived need by supervisor/manager through observations of day-to-day work	1	2	2	0	0	0	0
Perceived need by senior management through observations of day-to-day work	0	1	0	0	1	1	2

TABLE 39

**EFFECTIVENESS OF HUMAN RESOURCES DEVELOPMENT IN SATISFYING NEEDS
IN COMMUNITY COLLEGE LIBRARIES**

(5 responses)

[1 = most satisfactory to 5 = least satisfactory; 6 = no answer]

Satisfying	Choices Made					
	1	2	3	4	5	6
Librarians' needs	0	1	2	2	0	0
Library's needs	0	1	2	2	0	0
University/College's needs	0	1	2	2	0	0

TABLE 40

**HUMAN RESOURCES DEVELOPMENT AND ADMINISTRATIVE STRATEGY
IN COMMUNITY COLLEGE LIBRARIES**

(5 responses)

Administrative Strategy	Choices Made
Cost reduction strategy	1
Innovation strategy	1
Quality improvement strategy	2
Cost and quality strategies	0
Cost and innovation strategies	0
Innovation and quality strategies	0
Cost, quality and innovation strategies combined	0
"Serendipity"	0
"Dictatorship"	0
"Don't know"	1
No answer	0

TABLE 41

**MATCHING OF HUMAN RESOURCES DEVELOPMENT WITH ADMINISTRATIVE
STRATEGY IN COMMUNITY COLLEGE LIBRARIES**

[1 = matches most to 5 = matches least; 6 = no answer]

Number of Respondents	Choices Made					
	1	2	3	4	5	6
5	0	0	4	0	0	1

did not answer, stating that the library "doesn't have a human resources development programme." The remaining four respondents indicated that the human resources development programme matched adequately with the administrative strategy in the community college libraries. Those who chose adequate or less than adequate ranking pointed out that lack of time, lack of money for outside travel, lack of study leave, lack of staff and budget limitations have all prevented the colleges from accomplishing their goals. One respondent commented that "within the library itself the strategy works well, but upper management has a very different agenda."

With regard to the impact of the "fit" between the human resources development programme and the administrative strategy on the library's effectiveness, on the individual librarians' effectiveness and on the college's effectiveness in meeting their objectives, as shown in Table 42, four of the five respondents from the community college libraries described effectiveness as adequate. One librarian did not respond to this question. The other four respondents stressed that in addition to lack of time, budget cuts, lack of money for outside travel or study leave, the lack of communication and understanding between the library and top management has affected the effectiveness of the colleges in meeting their overall objectives.

Additional skills/knowledge/attitudes needed. Table 43 gives a list of new or additional skills, knowledge and attitudes desired by the respondents from the community college librarians. Three out of the five respondents chose computer skills. Collection management and continuing education-oriented skills each received two responses. Table 43 shows four other desired items in the list, each receiving one response. The added comments reiterated the need for better knowledge of computer and computer centre practices. Other comments expressed a need for better liaison with faculty for collection development and to learn techniques of evaluating collection so that specific needs of library users can be met.

TABLE 42

**EFFECTIVENESS OF HUMAN RESOURCES DEVELOPMENT
IN COMMUNITY COLLEGE LIBRARIES**

(5 responses)

[1 = most effective to 5 = least effective; 6 = no answer]

	Choices Made					
	1	2	3	4	5	6
Librarians' Effectiveness	0	0	4	0	0	1
Library's Effectiveness	0	0	4	0	0	1
University/College's Effectiveness	0	0	4	0	0	1

TABLE 43

ADDITIONAL SKILLS/KNOWLEDGE/ATTITUDES NEEDED TO HANDLE CHANGES
IN COMMUNITY COLLEGE LIBRARIES

(5 responses)

Skills/Knowledge/Attitude Needed	Choices Made
Automation/Computer skills	3
Management/Administration/Leadership skills	0
Adapting/Change of attitude/Flexibility	0
Communication skills	0
Reappraisal/Evaluation/Problem-solving/Planning skills	1
Cooperation/Team building	0
Human relations/Interpersonal skills	0
Budgeting	0
Fund-raising/Grantsmanship	0
Becoming more professional	1
Personal traits	0
Knowledge of university/college politics, personnel	1
Word processing/Keyboarding	0
Knowledge of library goals/planning	0
Research skills	0
Collection management	2
Public relations/Marketing skills	0
CD-ROM skills	1
Continuing education-oriented skills	2
Appreciation from administration	0
New policy for changed system	0
User-centered	0
Teaching skills	0

Developmental activities needed. Table 44 lists the developmental activities that the community college libraries identified as needed. Three out of the five respondents chose computer training as their first choice. Training to upgrade systems and procedures received two responses, while management skills, CD-ROM, and higher degree courses each received one response. In support of the choice made, one respondent stated that "computer training and professional development in almost every other area" was needed.

Barriers preventing implementation. Table 45 shows the list of barriers that the respondents from the community college libraries described as preventing implementation of developmental activities. Three of the five respondents chose lack of time, while two chose lack of funding. Four other barriers received one response each as shown in Table 45. One respondent summarized all that were considered lacking: "Lack of strong commitment by the civil service to professional development. Restriction on travel funding; lack of incentives; lack of recognition at top (outside library) of need for professional development by librarians - e.g. educators in a system have been much more successful in this area." Another respondent strongly expressed his or her opinion by stating "stupid travel policy."

Suggested solutions to overcome the barriers. Table 46 shows the solutions suggested by the respondents from the community college libraries to implement needed developmental activities. With one person not responding, two of the respondents recommended finding or applying for funding, endorsements or grants. Training and "making time" each received one response. One respondent commented that librarians should be involved in budget planning. Another suggested spending money on travel.

TABLE 44

DEVELOPMENTAL ACTIVITIES NEEDED IN COMMUNITY COLLEGE LIBRARIES

(5 responses)

Activities Needed	Choices Made
Computer training (OPAC, Micro)	3
Management skills	1
CD-ROM (networks, scanners)	1
Communication skills	0
Training to upgrade systems and procedures	2
Information exchange	0
Higher degree courses	1
Release time for short-term projects	0
Time management	0
Job awareness	0
Career counselling	0
Improved travel facility	0
Word processing	0
System-wide knowledge	0
Performance standards	0
Job exchange	0
Licensing examination	0
Interpersonal skills	0
Financial reimbursement	0
Recreational activities	0
No answer	0

TABLE 45

**BARRIERS PREVENTING IMPLEMENTATION OF DEVELOPMENTAL ACTIVITIES
IN COMMUNITY COLLEGE LIBRARIES**

(5 responses)

Barriers	Choice Made
Lack of time	3
Lack of funding	2
Lack of administrative interest or planning	1
Not enough or appropriate courses	1
Resistance	1
Not enough equipment	0
Lack of staff	0
Lack of instructors/poor timing	0
Difficult to schedule	1
Union not pursuing	0
Unaware of need	0
Hierarchical and complex structure	0
Lack of space	0
Isolation in unit	0
No answer	0

TABLE 46

SUGGESTED SOLUTIONS TO OVERCOME THE BARRIERS
IN COMMUNITY COLLEGE LIBRARIES

(5 responses)

Suggested Solutions	Choices Made
Funding/Endowment/Grant	2
Training/Courses	1
"Make time"	1
Lobbying/Attitude change	0
Workshops and Seminars	0
Flexible research leave	0
Make better distribution of computers and other equipment	0
Read in that area	0
Job rotation	0
Staffing	0
Additional space/New library	0
Travel to other locations	0
Committee work	0
Floating librarian to substitute	0
Better use of support staff	0
Ask staff what they want	0
"Force implementation"	0
No answer	1

Librarians' recommendations of administrative strategy. As shown in Table 47, both innovation strategy "that allows employees to experiment and work creatively," and quality improvement strategy that would "require employees to be more committed and interested in the quality of work they produce" were recommended by two respondents as the administrative strategy that would be most productive in achieving significant human resources development in the community college libraries. Participative management, and recognition or encouragement by administration, each had one response. The respondent who recommended quality improvement strategy as an appropriate strategy for human resources development said that "external factors still greatly limit what the library can do in this area."

Recommended strategies for motivation. Table 48 lists the specific strategies recommended by the respondents from the community college libraries. Positive feedback received two responses, as did recognition that the needed strategy should vary to suit the individual. A few other strategies received one response each. Respondents' comments that accompanied their choices stressed the need for "one-to-one discussion," "positive modelling," and "more responsibility in setting goals and objectives" in order to motivate a person. Appendix B gives the full list of suggestions from the respondents for motivation.

Administrative Viewpoint

The administrative viewpoint on human resources development in community college libraries in Manitoba was compiled mainly from interviewing the library director of the largest of the three colleges. In her statement, the Director used her community college as a point of reference. Following is the summary of this interview.

TABLE 47

LIBRARIANS' RECOMMENDATIONS OF ADMINISTRATIVE STRATEGY
IN COMMUNITY COLLEGE LIBRARIES

(5 responses)

Recommended Strategy	Choices Made
Participative management	1
Formation and clarification of policy and procedures	0
Innovation and quality strategies	0
Innovation, quality and cost strategies combined	0
Innovation strategy	2
Administrative fairness and leadership	0
Quality improvement strategy	2
Relating individual potential to needs	0
Recognition/Encouragement by administration	1
Funding	0
Don't know/Not sure	0
No answer	0

TABLE 48
RECOMMENDED STRATEGIES FOR MOTIVATION
IN COMMUNITY COLLEGE LIBRARIES

(5 responses)

Recommended Strategy for Motivation	Choices Made
Positive feedback through regular performance appraisal & goals & objectives	2
Find out the motivating factor for the individuals	1
Distribute tasks to match special abilities/interests/potential skills	0
Varies with individual	2
Describe benefits when motivated - counselling	1
Participative decision-making and project planning	1
Challenge the employee	1
Responsibility with librarian	0
Professional autonomy	0
Flexible research/study leave	0
Provide development awareness and opportunities	0
Training sessions	0
Peer pressure	0
No answer	0

In the Community College, librarians are considered civil servants and, hence, direct employees of the Provincial government. The outside influence on staff development strategies in the Community College is thus considerable. Many activities, particularly travel out of province, have to be approved at more than one level, including the provincial education minister. There are also policies for staff development directed generally at government civil servants, primarily involving practical courses, which are directed at librarians and support staff alike.

Librarians at the community college do not have faculty status, and hence several programmes which apply to instructors (e.g. sabbatical leave with pay, full summer vacation) are not offered to librarians. The rationale given is that "there are librarians elsewhere in government . . . if the librarians here at the college had something, then under the contract or agreement, it would have to apply to all librarians . . . There is a sort of study leave that is available for all civil servants, so that a librarian is entitled to apply for that." The library Director pointed out that the government-mandated study leave may not be "as generous or as readily given" as the academic leave provided by the College for instructors, but she noted that as none of the librarians had yet applied for study leave, the policy was untested.

Reimbursement for educational leave among both librarians and faculty is predicated on the degree of relevance the desired training has for the performance of the applicant's present position. Full reimbursement is granted only if the training is an actual job requirement. Outside of the required degree in library science, further education such as second master's degree is considered by the government to be unnecessary for the librarian position, and sometimes thought to be unrelated to the job; hence, funding for the continuing education of professional librarians is not always available. A broader view of the relevance of continuing education is applied to college faculty.

The college is approaching a period of restructuring which may include board governance. As this would alter the reporting structure, the library Director thought this would create "a window of opportunity for librarians to . . . be given faculty status. . . . I don't know how that's going to turn out. I am very interested in it; I would like the librarians to be more interested in that topic because it should be their concern." However, the Director noted that the lack of parity with faculty had not affected the morale of library staff, and there did not appear to be a great degree of interest in the outcome of restructuring.

Staff development has been a priority with the community college for some time, and over the past two presidential terms, an office for staff and programme development has been created with full-time personnel. The office reports to the Vice-President (Academic), although the College personnel office reports directly to the President. The office divides its time between programme development and more individually-based staff development. The staff development committee has an advisory mandate only, and was thought by managerial staff to have "never had any power anyway; it could always be overruled." Whether or not to involve the staff development committee in considering a request is left to the individual department's discretion. Large departments find the committee useful but smaller divisions, such as the library, tend to discuss the decision among the members of their own internal hierarchy.

The College has, however, begun to devise a plan of staff development which is available to all staff members. "The emphasis on that policy is for instructional staff . . . there is a special section for instructors, and to that extent it doesn't apply to the library. We have the same right to apply and the same approval mechanism as the instructors." Special funds are available for instructors' academic leave, "but when it's funding to attend a conference or to take a course, it's available to us equally." The budget for staff development is a whole sum at the discretion of the committee, so

that any overspending on the part of one department may be taken out of the unused budget for other divisions. The total budget for staff development is decided by the provincial government, with little college control. Due to the prevailing mood of fiscal restraint, these funds are thought to be of relatively low priority, and are often curtailed. The library director believed that the policies of the provincial government constituted a hindrance to the development of human resources, particularly with regard to the restriction on travel to conferences. Use of funds for travel has to be justified to an external arbiter, with the result that a very limited number of professional librarians receive approval to attend any conferences.

The Director stated that "the library has not developed a human resources development plan for itself specifically, [although] the college has made a good start in that direction." Informal policies of human resources development for each individual staff member should be put into place "in conjunction with where we see the library going and how we see the library developing." The implementation of such policies is currently under discussion. Training for staff upgrading or to meet changes in the library environment is often initiated by staff to meet a perceived need. Where individuals have expressed particular interest in providing training in the area under their jurisdiction, it has been incorporated into their job description. Managerial time is devoted to the daily operation of the library, and to a focus on the needs of the institution.

The library Director stressed the importance of personal enhancement and personal growth as they relate to the employee's present position, but noted that even if that employee moved from that job, "I don't for a minute consider that as an investment that is lost, because you are benefitting from this [training] while the person is acquiring it." She held that staff motivation is often derived from managerial expectations rather than institutional requirements: "what goes on here . . . far exceeds the minimum level of expectations on the part of senior management of the

College.” However, she welcomed the development of systematic human resources development strategies that include built-in rewards for participation, so that the impetus for staff to embark on a project would not have to come from the manager alone.

The Director believed it was important to consider institutional goals in staff development, and to develop “realistic expectations, realistic objectives,” so that it is recognized that “if [staff] want to acquire more training, there may not be a place immediately for them to utilize it within the organization.” In a government-funded programme, this situation would impact on reimbursement. The Director saw the need for “a statement which will have some practical reality to it . . . a philosophical statement, commitment to human resources development that you will provide staff with the opportunity for training and growth and advancement.” Ongoing evaluation of a formal programme of human resources development would be monitored by the library Director.

Analysis

The Importance of History

All the academic libraries in Manitoba have been affected by prolonged budget restraint. At the same time, the libraries have been influenced by technological advances and their own assumptions, including accessibility to their collections and enhanced service to their users.

The university libraries were also shaped by the academic status sought by librarians. This was secured in Manitoba after prolonged negotiations in the 1970's through faculty unions. Provision of academic status was soon followed by librarians'

classification and promotion schemes, sabbatical and study leaves, professional development allowances, access to research grants and other fringe benefits. By the end of the 1970's, the librarians in the Research Library had paved the way for librarians in the undergraduate libraries in the province to achieve academic status with an appropriate rank and promotion scheme. This new status provided an alternative to the traditional career advancement through change in position. The new system reflected individual levels of professional achievement in personal ranking, regardless of the individual's employment description or position.

In each of the academic libraries, programmes for human resources development have evolved in different ways. In the Research Library, as the librarians became more conscious of their academic status and professional obligations, the early emphasis was on the developmental needs of the librarians, particularly in research. However, due to the role of automation in increasing the complexity of work done by support staff, the attention of the library's Staff Development Committee soon shifted to the developmental needs of the support staff, with subsequent withdrawal of librarians from active participation. In the process of prolonged negotiations for academic status, the librarians' need to emphasize the distinction between librarians and support staff in the Research Library was intensified. The librarians in undergraduate libraries, though far fewer in number, have achieved the same rights as the librarians in the Research Library.

In the community college libraries, however, the status of librarians as civil servants and a lack of emphasis on professional development have denied librarians access to sabbatical leave, promotion within a job, and other academic benefits.

Notwithstanding the differences among the libraries, and their past achievements with regard to staff development, at present, all libraries show a critical need for direction in these times of continuous change and budget restraint.

Human Resources Development in Manitoba's Academic Libraries: State of the Art

The empirical data collected from the academic librarians in Manitoba are analyzed within the context of a review of related organizational literature as presented in Chapter One, and the review of library literature presented in Chapter Two. From a total of seventy-two librarians, fifty-three responded, resulting in a seventy-four percent response rate. The respondents worked with a variety of subject specialities and a majority had supervisory responsibilities. The data are analyzed below for the research questions, in the same sequence in which these questions were originally stated in Chapter One. Based on the conclusions drawn from the analysis, individual components of a human resources development model for academic libraries will be considered in Chapter Five. The first research question concerned the internal and external changes in academic libraries that would need human resources development.

Internal and external changes needing human resources development.

Both organizational and library literature have shown that development is initiated by change and, in turn, causes further changes. The initiating changes can be external or internal to the organization concerned. As seen in Chapters One and Two, different changes are emphasized at different organizational levels, depending on the population that is most directly impacted. Organizational literature makes reference to external changes in society and in the work force. Educational literature refers to changes in the compositions of faculty and student populations in the educational institution. Library literature reports internal changes such as those due to library automation and budget constraints, changes in library services, and in interaction between library units. Library automation is itself propelled by changes in computer technology. Research studies at all levels have shown that leadership change often leads to changes in the organizational structure, and thereby in the reporting structure.

In considering the connection between change and the need for human resources development in the academic libraries in Manitoba, almost all of the librarians who responded to the survey indicated that many of these changes were evident in their own libraries. A majority of respondents also stated that many of the changes listed called for some degree of human resources development. Library automation was singled out as the change that would require the most human resources development. This supports the various studies reported in Chapter Two that described the effects of library automation.

Table 49 ranks the respondents' first choices for changes requiring human resources development, and is listed by the type of library. In all the libraries studied, the five most commonly mentioned changes were: library automation, significant budget cuts, a substantial budget/library expansion, changes in library services provided and changes in library organization structure. Librarians from university and college libraries chose leadership change in their library as their sixth choice. There have been no recent changes in leadership in the three community college libraries, so that was not a significant choice for those libraries.

Though leadership change is ranked only sixth by respondents in the university libraries, the fourth and fifth ranked choices (changes in library services and organization structure respectively) are changes initiated by the chief administrator. This was noted in the library literature review in Chapter Two, and this observation was confirmed in the review of the Research Library's administrative viewpoint. Librarians in this survey seemed more concerned with specific changes in their library, while remaining conscious of the importance of the leadership change.

The respondents' choices of significant changes reflect the changing scenario in academic libraries. Library automation necessitates new skills, knowledge and attitudes for professional librarians. An increase or decrease of the library budget may call for the consideration of new ways to achieve the library's objectives, requiring leadership and management skills to plan and implement new directions.

TABLE 49

RANKING OF INTERNAL AND EXTERNAL CHANGES REQUIRING HUMAN RESOURCES DEVELOPMENT
IN ACADEMIC LIBRARIES IN MANITOBA

(53 responses)

[a = Research Library; b = Undergraduate Libraries; c = Community College Libraries;]

	Choices Made		
	a	b	c
Change(s) in library buildings	14	11	13
Changing work force in library (<i>e.g. change in age, gender, etc.</i>)	10	10	6
Leadership change in library	6	6	12
Changes in library organization structure	5	5	5
Change in your reporting structure	8	16	11
Changes in library user profile	11	7	10
Changes in library services provided	4	4	4
Changes in interaction between library units	9	18	14
Changes in interaction with other depts. in university/college	13	8	7
Library automation	1	1	1
Significant budget cut	2	3	2
Significant budget increase/library expansion	3	2	3
Changes in your union's influence	12	17	17
Changing faculty (<i>e.g. age, gender, programmes, etc.</i>)	15	13	15
Changing student population (<i>e.g. age, gender, programmes, etc.</i>)	18	14	16
Leadership change in university/college	16	15	8
Change(s) in university/college organizational structure	17	12	9
Change(s) in interaction with other libraries (<i>e.g. resource sharing, inter-library loan, etc.</i>)	7	9	18
Societal changes	19	19	19
Changes in subject fields	20	20	20

Changes in library services may be initiated by a significant external or internal change in population, technology, social perspective, or in budget or leadership. Library literature records that changes in services are occurring in every type of library, affecting the way library materials, and information about materials, are made available to users. Changes in organizational structure require corresponding attitudinal changes that allow librarians to recognize the potential of the new structure and its resultant new relationships. Each one of these changes calls for developmental activities to accommodate and support particular adaptations of skills, knowledge and/or attitude.

Several changes were listed by survey respondents as requiring some development. The respondents from the Research Library and the undergraduate libraries both singled out changes in interaction with other libraries as requiring some human resources development. This particular need is anticipated in these budget-driven days, when academic libraries with similar collections, such as the Research Library and the undergraduate libraries, are forced to consider ways to share their resources and services. In addition, the respondents from the Research Library specified changing student populations and library work force, and changes in the reporting structure as requiring some human resources development. Similarly, the respondents from the undergraduate libraries found that, in addition to changes in interaction with other libraries, the changes in library services and in library organizational structure, the changing library work force and changes in library buildings all would require some development of human resources. The fact that one of the undergraduate libraries is in the process of planning for library expansion explains the last choice.

Respondents from the community college libraries also noted that library automation needed the most human resources development. However, while community college respondents found that leadership change in the college needed a greater degree of development, a significant number of respondents from the Research

Library considered leadership change in university/college as needing little human resource development. Nearly half the respondents from the undergraduate libraries reported that changes in the university organizational structure called for only marginal changes in development, but a majority of the community college respondents stated that this change would need some development of human resources. In particular, a significant number of respondents from both the Research Library and the undergraduate libraries indicated little need for human resources development to accommodate the changes in interaction with other departments in the parent institution. However, nearly all the respondents from the community college libraries found that this change would require some development of human resources. Community college librarians, more than other librarians in the survey, appeared to be aware of the impact of changes affecting the parent institution. The community colleges, currently affiliated with the civil service, are centrally governed. Centralized decision-making may lead to a decrease in personal initiative and thus lower staff efficiency. Hence, any change in the central administration has a much more direct impact on the community college libraries than on the more autonomous university libraries.

When asked to select the five most significant changes in order of importance to themselves, librarians from all the libraries surveyed almost universally identified library automation as the most prominent change. With a considerable gap between the first choice and the second choice, other changes identified as most significant in the Research Library were, in decreasing order, leadership change, significant budget cuts, changes in library organization structure, and changes in one's own reporting structure. Respondents from the undergraduate libraries added changes in library services to this list. Community college librarians in turn added changes in library organization structure. Each one of these changes had been identified earlier by the respondents as requiring human resources development. The responses from the

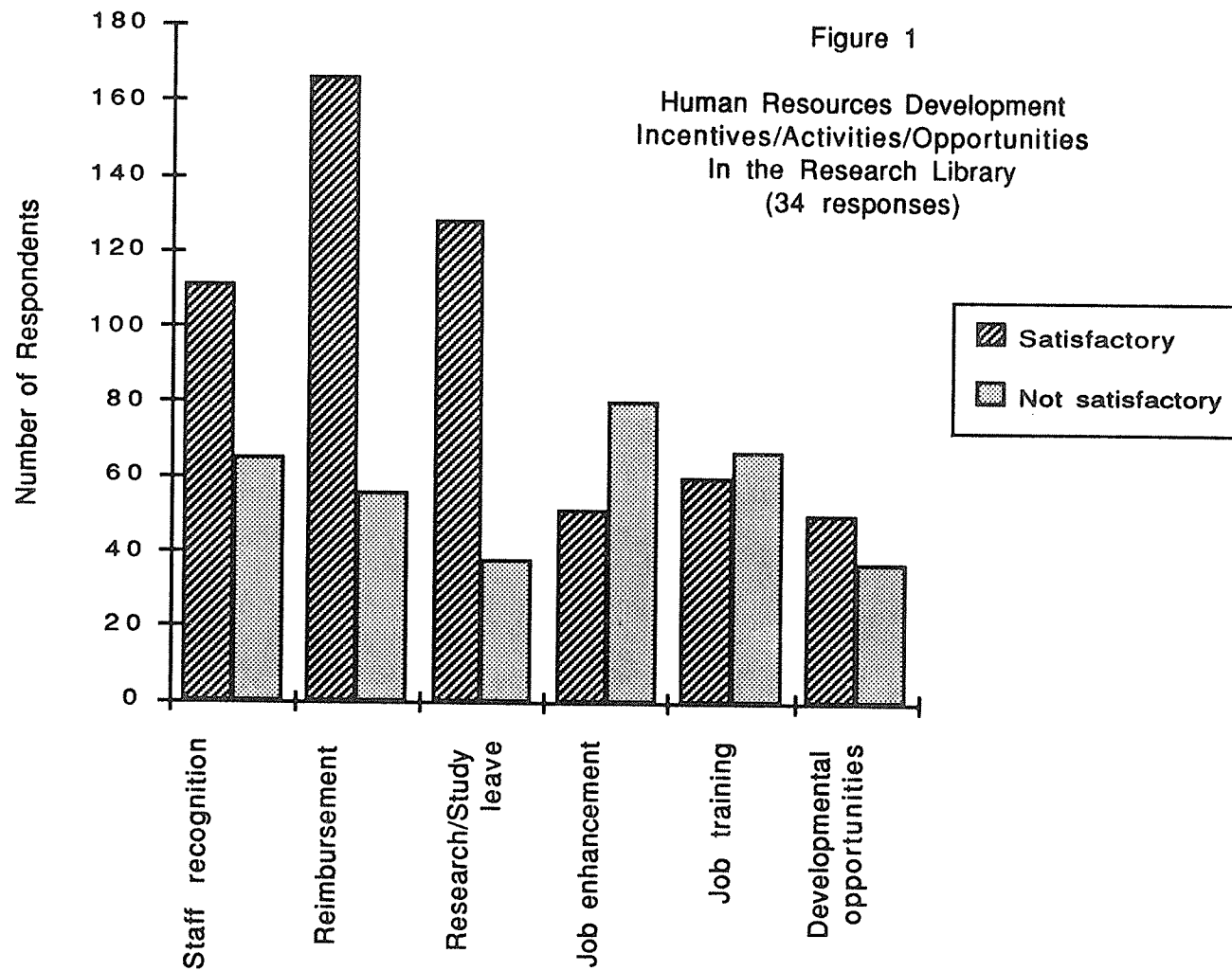
librarians confirm that changes occurring now in academic libraries need to be met with a considerable amount of human resources development. Library automation is consistently singled out as requiring the most development of human resources.

The fact that changes in union influence were not mentioned is noteworthy in view of the significant influence of unions on academic librarianship in the 1970's and 1980's. The data collected for other questions in this survey confirm that the influence of the union is perceived by the librarians to be less significant now than it has been in the past. The issues that now confront the librarians mostly require individual development and enhancement, not group action.

The data in this survey showed that while all the libraries studied are affected by changes internal to the library, external changes apparently have little influence, even if these changes affect the parent institution strongly. Especially in larger institutions, such as the Research Library, the librarians describe themselves as unaffected, or relatively mildly affected, by certain larger changes in the university structure, such as leadership changes in the university hierarchy or changes in interaction with other university departments. For librarians to be unaffected by any major changes in the parent institution clearly indicates a lack of involvement in such change. This does not reflect the strategic fit that the organizational literature considers as necessary between the parts and with the whole of an organization for maximum utilization of resources.

The next two research questions identified the specific human resources development needs in academic libraries. A needs assessment explores aspects of the available human resources development programmes and assesses the current level of satisfaction with them, in order to determine what other activities are needed to handle ongoing changes.

Satisfaction with availability and adequacy of human resources development incentives/activities/opportunities. Figure 1 summarizes the reported



levels of satisfaction expressed for each category of development incentives, activities and opportunities in the Research Library. It shows that a majority of the librarians from the Research Library are reasonably satisfied with the developmental activities and opportunities available to them. Considering the specific categories, a high level of satisfaction was noted for both reimbursement and availability of research/study leave. Conflicting opinions about availability show that the policy of time allotment for research projects is not uniformly known or applied.

A high level of satisfaction with the present level of reimbursement suggests that beyond a certain expected level of reimbursement, monetary compensation is not a primary determinant of job satisfaction, particularly in these days of raised consciousness about budget constraints. Conversely, it may be that some of the satisfied librarians are simply not utilizing the full amount of reimbursement available to them, indicating a lack of involvement in professional development. Also, from the number of conflicting responses regarding the availability of reimbursement for computer searches, photocopying and audio-visual preparation, it is obvious that librarians need more information about what kinds of activities may be reimbursed, and that policies must be applied more uniformly.

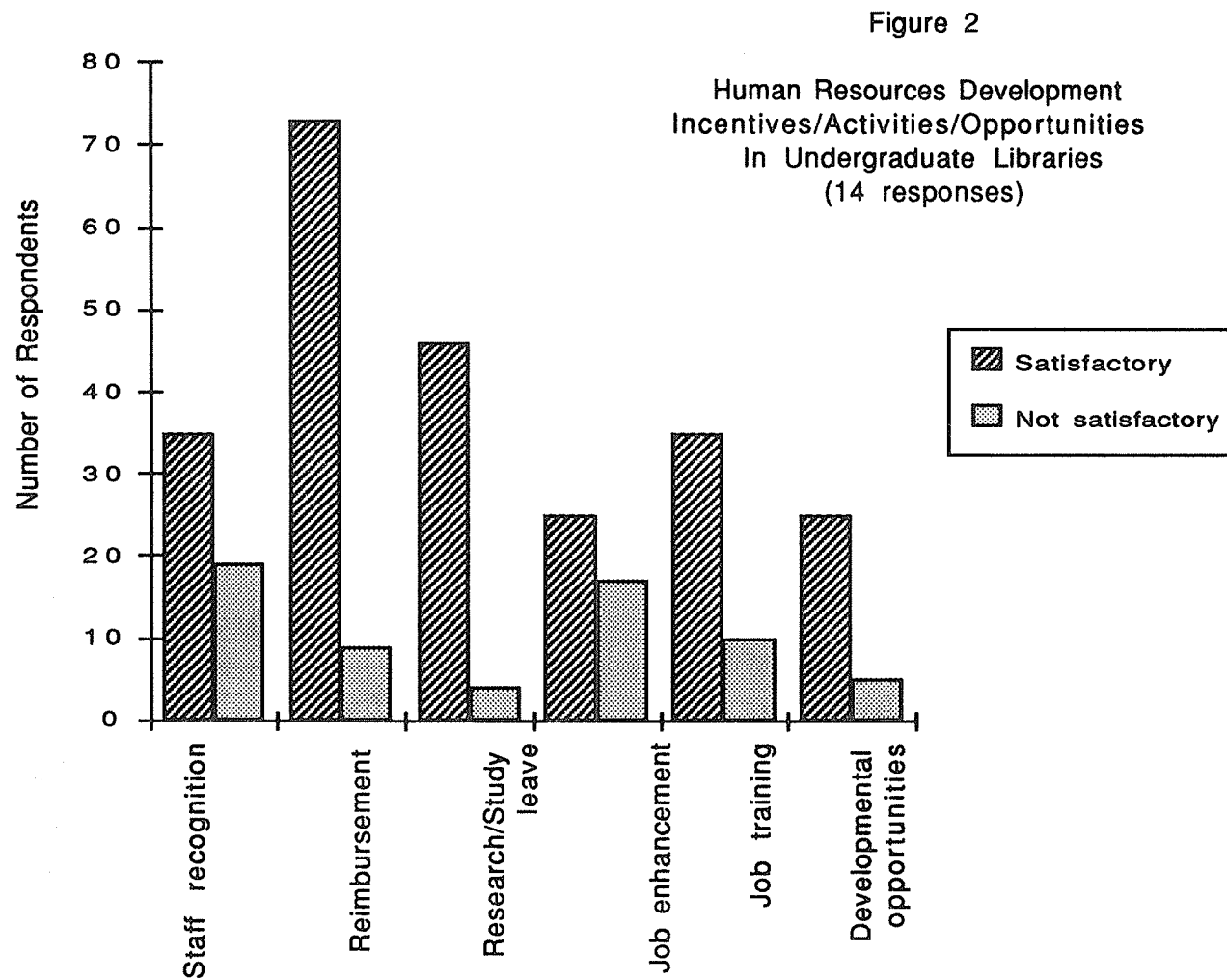
The librarians were moderately satisfied with the categories of staff recognition and developmental opportunities, except for merit pay and awards and performance appraisal in the former category, and career development in the latter, all of which appear to need improvement. The historical data for the Research Library showed that the merit pay/award had been an issue with their union, which is concerned that all of its members be treated equally. At the same time, professional recognition at the individual level is seen by many as an incentive for motivation. The Director of the Research Library expressed her support for giving merit pay/award. In view of the conflicting sentiments expressed in this survey, merit pay/award should be

seen as being given in a fair manner in order to be treated as an incentive. To achieve this, all the interested parties should be represented in setting and evaluating the criteria. Wide publicity should be given regularly to the criteria for these awards so that they are accepted uniformly as incentives by the librarians.

With regard to performance appraisal, nearly one-third of the respondents found the appraisal unsatisfactory. Literature on performance appraisal shows how, properly handled, an appraisal can be a valuable tool in ensuring that the objectives of the individual and the organization are met. A properly managed performance appraisal becomes even more desirable in the context of the librarians' expressed need for career development that will satisfy both the individual and the organizational needs. Without a properly handled performance appraisal, there is no systematic way the progress of an individual can be monitored and advanced.

Job enhancement and job training are two categories in which librarians expressed dissatisfaction, particularly with regard to ongoing training and in-service activities. Also, for each incentive listed under the job enhancement category, there are discrepancies in the librarians' understanding of its availability. Documentary analysis for the Research Library shows that job exchange, job sharing, internal job rotation and rotation of managerial positions are all available if mutually agreed to by the parties concerned. However, there appears to be an impression among some librarians that job exchange, job sharing and job rotation are available only to the support staff. The librarians in the Research Library need to be better informed about the availability of these opportunities.

Figure 2 graphically presents the levels of librarians' satisfaction with the various categories of human resources development opportunities, as expressed by the respondents from the undergraduate libraries. Unlike their Research Library colleagues, librarians in undergraduate libraries were satisfied with the performance



appraisal as well as job training. They were highly satisfied with reimbursement, research/study leave and developmental opportunities, including career development. It is apparent that the librarians of these institutions were well satisfied with all the incentives, activities and opportunities. The only exception was job enhancement, about which they were divided in their opinions.

The high rate of satisfaction noted in this question among the librarians of the undergraduate libraries may be attributed to several factors. Because of the small size of these institutions, the librarians are able to be more autonomous. The few librarians available are often called upon to be subject specialists in one area, organizers in another, and to be responsible for other tasks as well. The variety of the tasks and the autonomous nature of the jobs offer enough challenges and incentives. The reimbursement for developmental activities is nearly double what is available in the Research Library. As the librarians in the undergraduate libraries are also part of the faculty, they have the same facilities for research/study leave as are available in the Research Library. Job enhancement facilities, such as job sharing and job rotation, are more readily available in a smaller institution as the administration would expect staff to be versatile in many areas.

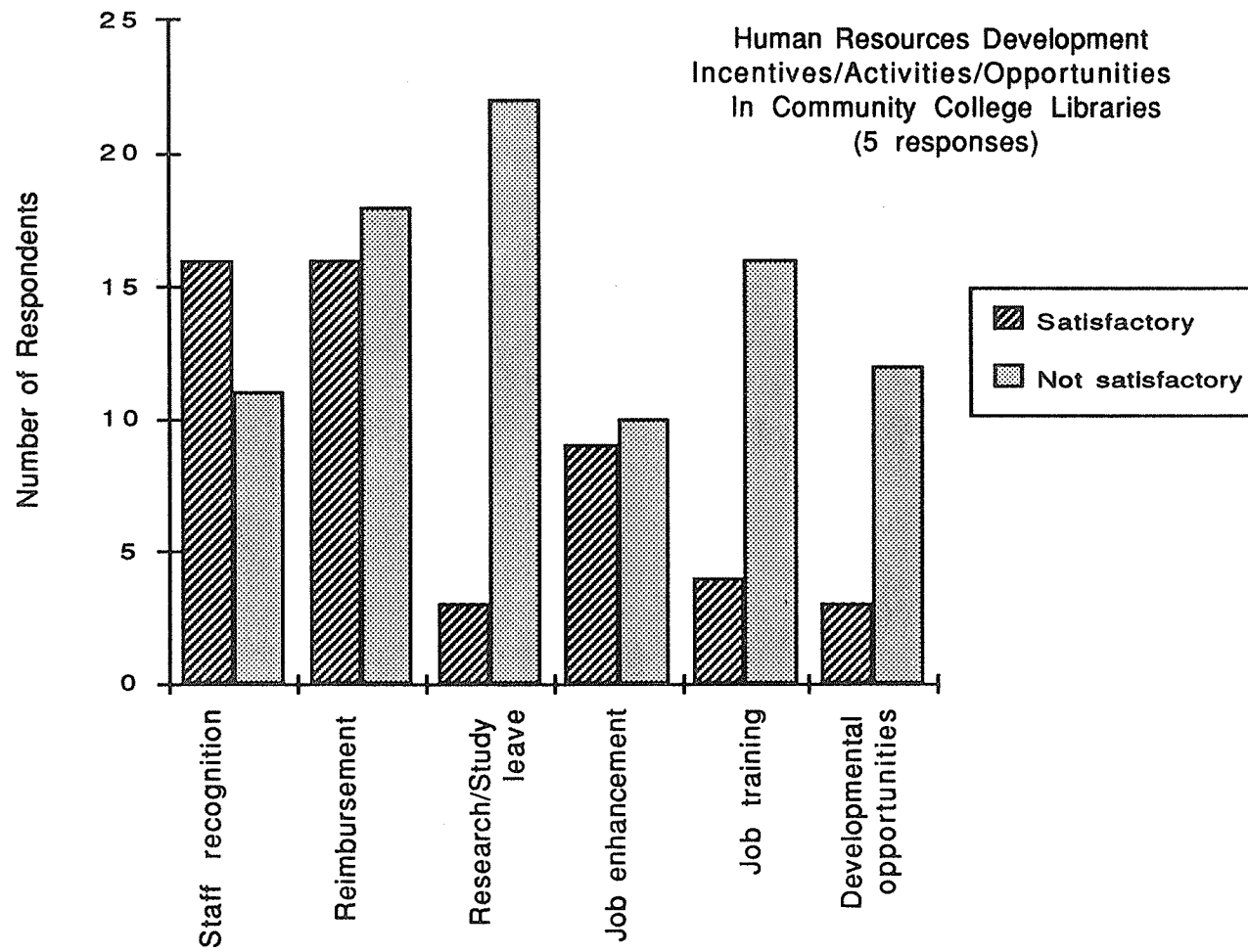
An advantage of the smaller institution is that it encourages rapport and a flatter organizational structure. As fewer people are available to perform different tasks, individual librarians are challenged to perform new and varied tasks. A disadvantage is that this very informality can prevent equity of treatment and may result in a "hit or miss" method of staff development, unless a policy is established to facilitate a uniform application of human resources development. Such a policy has to be planned strategically. As well, an increased work load with fewer staff can lead some of the librarians to be reluctant to undertake any further tasks or responsibilities, and therefore to express satisfaction with status quo more readily.

As shown in Figure 3, the data from community college libraries indicate that, of all academic librarians, community college librarians are the most frustrated as a group. They are not considered part of the instructional group in the colleges and hence do not enjoy faculty benefits. In spite of having a Staff Development Office with a Director and a Coordinator, the feeling is that the in-service days of the colleges are not applicable to library needs. The community college librarians had divided opinions about staff recognition, reimbursement and job enhancement. In all categories of human resources development incentives, activities and opportunities, they were much more dissatisfied than their colleagues. Staff recognition fared better than other categories, and the librarians were highly satisfied with the attitudinal support from their administrator. It is clear from both the librarians' statements and the Director's remarks that there is a good rapport between management and librarians.

It is evident that, however essential managerial support and participative decision-making are for a motivated work force, the approach has to be appropriate to the needs of the whole organization. Lack of recognition as a faculty member and a lack of facilities such as sabbatical leave, encouragement to attend conferences, and other incentives, all of which exist in the undergraduate libraries and the Research Library, certainly have dampened the motivation level of the community college librarians.

The next research question looked at the effectiveness of the developmental activities. The effectiveness of a programme of human resources development can only be measured in terms of how well the activities connected with the programme met the needs of the individual librarians concerned; those of the academic library; and finally, those of the university or college. In essence, the effectiveness of the employees determines the effectiveness of the development programme.

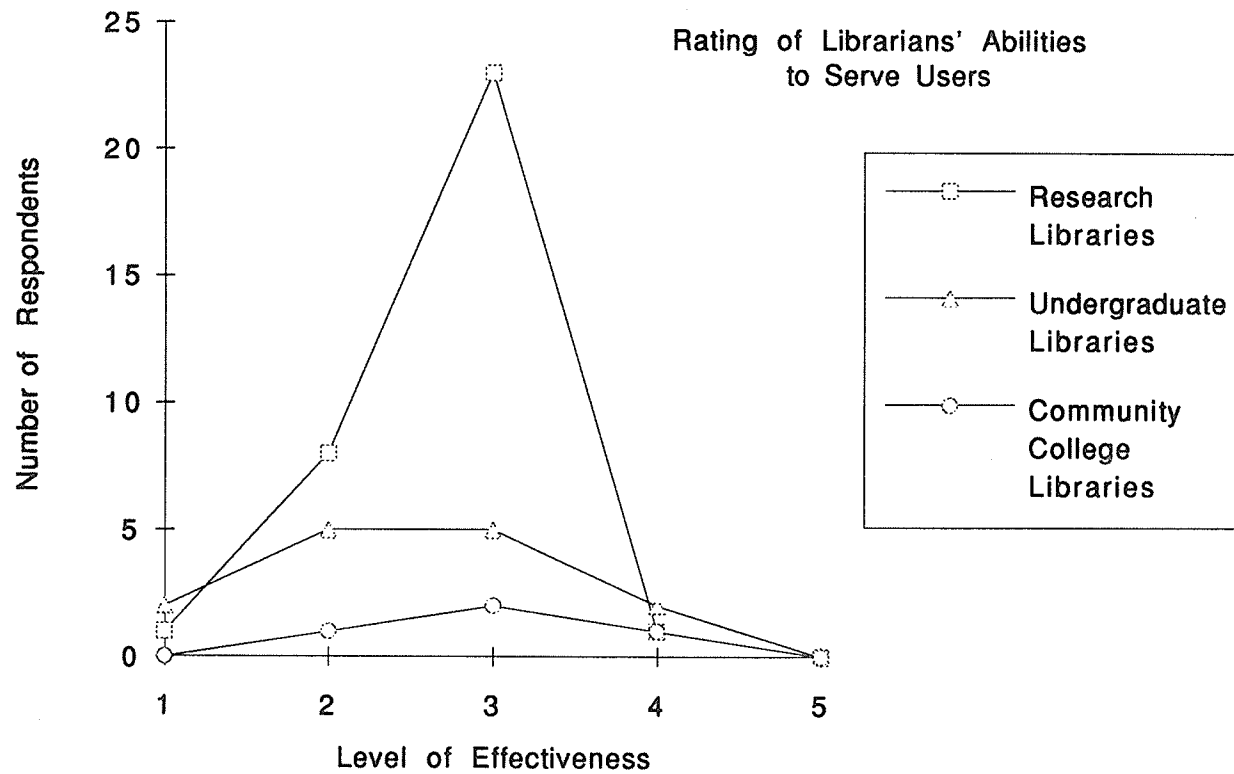
Figure 3



Effectiveness of human resources development programmes. A majority of librarians surveyed in the Research Library considered themselves to be adequately or moderately effective in dealing with the changes experienced. Figure 4 graphically shows the distribution of the responses over a curve. Respondents who expressed confidence in their own ability to serve their users primarily identified personal reasons for their confidence. If they felt negatively about their own effectiveness, they expressed feelings of dissatisfaction with the automated system, or budget constraints that have led to lack of adequate staff and equipment, or lack of administrative direction. The librarians' self-perception of being just adequate is not a satisfactory outcome. A desirable outcome is a perception of being most effective. An active policy of human resource development could improve the self-perception of librarians. The librarians' comments indicate that those who consider themselves to be effective feel good about themselves. A positive self-image occurs when one is able to cope with and effectively respond to ongoing changes. The respondents' main concern was that the development programme was not relevant for their needs. A human resources development programme that is tied to strategic planning will ensure that the activities remain relevant and useful to the librarians for managing the ongoing changes. With regard to university effectiveness, lack of information as well as a lack of direct involvement made it difficult for the respondents to evaluate this aspect of the programme of human resources development. Library administration should communicate with librarians about the university's programmes and actively encourage their involvement.

The librarians in the undergraduate libraries rated very highly their ability to serve users. A majority of the librarians considered themselves to be more than adequate in effectiveness and viewed changes positively. This suggests that the human resources development programme has achieved a measure of success in the undergraduate libraries. The librarians' comments showed that this was due to their freedom of action and decision-making.

Figure 4



Community college librarians had divided opinions about their effectiveness in serving their users in the midst of various changes. Both their responses and their comments show that the development programme in the community college libraries is deficient in certain areas and is not achieving the desired results.

The initiators and determinators of human resources development programmes. Organizational literature points out that personally initiating a programme increases an individual's sense of participation and effectiveness, as well as his or her commitment to that programme. In the Research Library, the librarians initiated developmental activities almost as often as did the Staff Development Committee. Library Administration played a smaller role, and the section supervisor was involved only minimally. As performance appraisal is not linked to developmental activities, the supervisor is not credited for using the feedback mechanism built into performance appraisals. Also, the Library Administration is not closely associated with developmental activities. This underlines the fact that human resources development is not part of any overall library plan. Any initiative or involvement on the part of the administrator in planning and implementing developmental activities is not known or perceived by the librarians. In this situation, the librarians do not have the benefit of knowing whether the developmental activities that they may be engaged in are directly related to the future directions of the library. What is needed is a clearly defined human resources development plan that links the developmental activities to the strategic plan of the library. The need is further confirmed by considering how developmental activities are determined. Until now, the respondents believed that senior administration had taken very little initiative in shaping staff development activities.

The librarians in the undergraduate libraries were able to initiate and determine developmental activities, with the library administrator in the background to

help. The librarians were also highly satisfied with the human resources development programme in their libraries. Their comments showed that this was due to their freedom of action and decision-making. Community college librarians, even though they had divided opinion about their effectiveness in serving their users in the midst of various changes, were confident about being able to initiate and determine staff developmental activities. Training needs perceived through performance appraisal were shown to be of importance to librarians. This shows that the performance appraisal system is well-established in community college libraries, and the library administrator is effectively using the feedback received through performance appraisals for planning developmental activities.

Human resources development and administrative strategy. Literature on human resources development and management indicates that for the human resources development programme to be effective, there should be a good "fit" between the human resources development programme and the administrative strategy of an organization. Organizational research has shown that the impact of such a "fit" between the programme and the strategy will be that employees will be more effective in meeting the goals and objectives of the organization. This presupposes employees' awareness of the prevailing administrative strategy.

About fifty percent of the librarians in the Research Library perceive the prevailing administrative strategy in the library to be a cost-reduction strategy. Some respondents recommended a combination of innovation and quality strategy as most productive in achieving significant human resources development in the library. Others were more conscious of the process of implementing such a strategy and desired a participatory style and clarification of policies and procedures. Practically all the responses emphasized the need for better communication and for the involvement of all librarians in implementing the strategy. The majority of the respondents

believed that the human resources development programme had only an adequate or less than adequate match with current administrative strategy. Many respondents pointed out that they were not aware of either a systematically applied human resources development programme or an administrative strategy. Nearly one-third of the respondents did not comment about the impact of the "fit" between the library's human resources development programme and its administrative strategy. The majority of those who commented found the fit to be only adequate.

The librarians' comments show that they are not sure about the library's goals and objectives. Therefore, they are not able to ensure that they match their own development with the directions that would benefit the library and the university. What is required is a strategic plan that clearly outlines the anticipated needs of their human resources. Under the circumstances, the initiatives of the new Director in formulating the Strategic Plan that sets out the goals and objectives of the library for the next five years should be very helpful. A strategic plan which outlines the goals of the programme, and which strengthens the existing programme and identifies the needs to be met, will be effective in maintaining a motivated work force in the library.

In the undergraduate libraries, there was a certain amount of confusion among the librarians about the prevailing administrative strategy, as indicated by their varied responses. A majority of them recommended participatory management as the best approach for productive results. In spite of the uncertainty about the administrative strategy, the librarians were well satisfied with the matching of the human resources development with the administrative strategy in their library. The respondents believed that the impact of the "fit" between human resources development and administrative strategy was such that it increased the individual librarians' effectiveness, the library's effectiveness and the university's effectiveness. In essence, the librarians from the undergraduate libraries found the environment favourable for motivated and productive work. They found their human resources

development programme effective with participative management. At the same time, they were not sure about the prevailing administrative strategy. A human resources development programme based on a model, specifying goals, and with the flexibility to build further upon the strength that already exists in undergraduate libraries, would be helpful.

The librarians in the community colleges had divided opinions about their own effectiveness, about the prevailing administrative strategy, and about their recommendations for improving that strategy. All except one respondent thought that the human resources development programme matched only adequately with the administrative strategy of community college libraries. The impact of the development programme on the librarians' effectiveness, the library's effectiveness, and the college's effectiveness, was found to be only adequate in meeting their objectives. Adequate effectiveness is not a satisfactory rating for an active human resources development programme. The librarians in the three community colleges face constraints that are unique to the community colleges, in addition to constraints faced by all libraries, such as budget cuts. While some of the constraints may have to be faced and accepted at present, there are others that can be removed or controlled. A flexible model will help to ensure that alternatives are considered at all times.

Developmental activities needed. The next research question was about human resources development needs that were not being met at present. In view of the major changes demanded by library automation, computer skills were overwhelmingly ranked in all libraries as the most needed knowledge or ability for optimal performance, and computer training was chosen as the most needed activity. The remaining choices included many of the skills and activities that have been identified in library literature as vital for librarians, such as management skills/training, communication and interpersonal skills/training.

Historical documentary analysis showed that every survey conducted in the Research Library found computer skills, communication skills and interpersonal skills to be the abilities most necessary for librarians. The developmental activities predominantly desired by the librarians in undergraduate libraries were the same as in the Research Library - computer skills, followed by management skills and communication skills. Community college librarians also chose computer training as the activity most needed.

The majority of the respondents from the Research Library rated their abilities to serve their users as only moderately effective. This is not surprising, considering the fact that the respondents believed that library automation requires the most development of human resources in the library, that library automation is the most significant change occurring in their library, that computer skills are found to be the ability most needed by them now and that computer training is seen as the most needed activity. The potential exists to make librarians more effective, if they are better provided with both equipment and the needed knowledge or skills.

Barriers preventing implementation. The next research question asked about the barriers preventing implementation of human resources development activities which would correspond to the needs of the academic libraries. The respondents from the Research Library overwhelmingly chose lack of time and lack of funding as the main barriers. Lack of appropriate courses, lack of equipment and resistance to change were also cited. One respondent commented that "isolation in the unit" was a barrier. Nearly one-third of the respondents did not answer this question. Barriers stated for the undergraduate libraries and community college libraries were identical: lack of time and lack of funding, followed by lack of planning.

The community college librarians were particularly affected in their inability to have some control over staff development activities. The Director of the library

stressed the frustration felt in the community colleges due to governmental control. The initial concerns of the Staff Development Committee centred on possible dissatisfaction resulting from a development program which did not necessarily lead to different jobs or higher salaries. This is a valid issue, as current economic difficulties require institutions to provide employees with job satisfaction without advancement in rank or salary.

The solutions to help eradicate the barriers blocking the proper implementation of human resources development may not be easy, particularly in these times of austerity. The best solution would be to obtain sufficient funding for staff to provide all required services, but this is not foreseeable. While it is important to pursue the matter of instructional ranking for community college librarians, it is equally important, given the time such a proposal may take, to seek other immediate solutions. Respondents to the questionnaire suggested that knowing organizational goals and being part of the decision-making process help to motivate the non-motivated librarian to pursue relevant development programmes. What is required is a specific structure focused on goal-setting and response of the librarians to expectations from the management.

Suggested solutions to overcome the barriers. The next research question requested possible solutions to remove the barriers against the proper implementation of human resources development for academic librarians. When respondents' were asked to suggest solutions to remove or prevent these barriers, and implement needed activities, the response rate went down to fifty percent, indicating that the librarians were unsure of what solutions would be effective. Some of the solutions suggested included lobbying for funding and "making time," reflecting librarians' professional commitment. On-the-job training and continuing education courses also figured prominently in the suggested solutions.

Librarians need to be made more aware of the opportunities that are currently available to them. There are specific skills, such as computer and communication skills, that were recognized as requiring more strengthening. A link between performance appraisal and career development, and a more formally structured on-the-job training would further enhance this program.

Part of an effective, well-run human resources development programme is to motivate the employees. To encourage non-motivated employees, the most frequent suggestion from the respondents was to talk to these individuals to find out the motivating factor for them. Other suggestions included positive feedback, distribution of tasks, and counselling. None of the suggestions implied any increase in monetary compensation, but called instead for dialogue and feedback.

Managerial support for human resources development. The final research question asked what role management should play in order to meet the human resources needs of academic libraries, and of academic librarians. Both organizational and library literature emphasize that the manager is the linchpin in any developmental efforts. The validity of this view was illustrated by a report from the Research library. In the early 1980's, the librarians were gaining a stronger voice in internal matters of the Research Library. The forums held by the librarians received enthusiastic participation, with active encouragement from the Director. Documents show that although most librarians were willing to participate in activities which were already planned, they were reluctant to initiate activities. This emphasizes the importance of a leader who directs the librarians towards set objectives, and it supports the conclusions drawn from the literature review regarding the importance of managerial involvement in furthering the human resources development of staff members.

The newly appointed Director of the Research Library has initiated some fundamental changes that touch all aspects of work in the Research Library. In early

1992, the Director recently completed a series of discussions with the coordinators and the unit heads of the library (the Library Management Advisory Committee) to finalize the library's Strategic Plan for the next five years. The Strategic Plan endorses a human resources development programme for all staff members as one of the major objectives of the organization. However, no action plans have yet been planned or proposed. For the purposes of the research, what is available for analysis is the position the Director took in her interview.

With fifty-four librarians on staff, the Director of the Research Library offered professional librarians a structured environment for developmental activities. Her administrative policy was committed to providing the best possible service to the library's users, through any feasible means, including development of the library's human resources. The Director placed importance on providing staff members with resources and opportunities to work productively and grow professionally by providing feedback and information. By calling the professional development of academic librarians a partnership between the individual librarian and the library administration, the Director held both parties responsible for the outcome. In her view, the organization should encourage, facilitate, and expect development, while the individual librarian evaluates, plans and undertakes developmental activities. By expecting middle managers to identify and support needed developmental activities, the Director planned to provide the link and "fit" between the organizational need and the individual requirement. The Director also wanted to extend this structure to support staff.

In the interview, the Director did not emphasize a participatory style of management or establishing rapport with individual staff members, but stressed fairness, equity and opportunity. In a larger organization, faced with inevitable hierarchies and union structure, a style of consultative leadership ensures equality of opportunity as well as speed and decisiveness of action. However, it places the

burden on the individual staff member to recognize available opportunities. Though it may serve motivated employees well, this plan may not succeed with employees who require more guidance. What is needed then is a process that starts at a strategic level where significant changes are first initiated and monitored, so that developmental activities are invariably seen by senior administration, middle managers and individual librarians as part of the process of change. In the past, staff development has been a "hit or miss" process with individual librarians initiating all developmental activities, with only sporadic attention from the administration. There is every possibility now that, with the thrust initiated by the new Director in preparing a Strategic Plan for the library, a strong human resources development programme will emerge.

The directors of the three undergraduate libraries rated highly the concept of human resources development. They also reported having a good rapport with their staff, including librarians. They advocated a participatory style and operated within an informal structure. The degree of personal rapport among the individuals made decision-making easy. By stressing personal enhancement and growth, the Director in the Community College reiterated the importance of managerial support when she stated that staff motivation was often derived from managerial expectations rather than institutional requirements.

By their strong vocalization of support for human resources development, the directors of all the libraries in the study showed that they would be totally in favour of a programme of a strong human resources development and human resources management for the professional and support staff in their respective librarians.

Conclusion

The data collected for this research study confirm that there is a vital need for a sustained programme of human resources development for academic librarians in Manitoba. The data also show that, for the programme to be effective, it should complement the administrative strategy in order to realize the objectives of the library and its parent institution. The study also reiterates that the development programme should occur in a climate of participatory management, where the academic librarians are informed and involved in the decision-making process. Given supportive administrative viewpoints, and given the needs of the academic librarians, a human resources development model will provide the strategic "fit" that is required to bring together the needs of both librarians and institutions, and ultimately to provide the best possible service for the user community. As discussed in the next chapter, a model for a human resources development programme should begin with environmental scanning and take into account both the constraints and strengths of the work force in order to provide a flexible programme.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This study has been guided by the belief that a library's employees are its most important assets, and that their value is determined by productivity and growth potential. This belief finds considerable support in the literature from the human capital theory of 1960's, the work force planning of 1970's, training in the 1980's and the current emphasis on human resources development.

Human capital theory considers people as capital resources or assets, and advocates investment in human capital for increased productivity. The early studies on human capital theory proposed a simple relationship between education and productive employment. Later research found this relationship analysis was not always valid; various other factors and influences also determine human productivity. Rather than a simple equation, a continuous interaction between productivity and education is suggested.

In the 1970's, attention shifted from the education of individuals to work force planning in order to tackle the mushrooming unemployment rate. The core idea that human beings must be considered as capital resources or assets remained intact. The work force was described as the human form of capital; unemployment was termed idle capital and the training of workers through vocational education was termed improving capital. But as vocational education became prohibitively expensive and showed diminishing returns, attention soon shifted to the needs of individuals in the workplace, specifically calling for on-the-job training.

In the context of human resources development, training that is consistent with the goals of the organization is found to be most effective. Training is still

considered an investment in human capital. The phrase "human resources development," was first used as a synonym for "training," and later was expanded to include "training and development." It has emerged now as an umbrella term, encompassing education, work force planning, training, performance appraisal, motivation and incentives, staff or faculty development, career development and career pathing.

An effective human resources development programme has several features. It is tailored to an organization. It offers organized learning experiences and activities in a specified period of time to improve employee performance. It is active rather than reactive. It matches employee needs with organizational needs. It promotes the values and goals of the institution through sound performance appraisal mechanisms, active reinforcement of employee performance, and job enrichment to help increase employee motivation.

Literature dealing with libraries shows almost unanimous agreement on certain concepts. An academic library is a dynamic organization. The growth of the organization and the realization of its objectives depend primarily on the development, motivation, and job satisfaction of its human resources. Based on theoretical principles and practical considerations, a formal model of human resources development helps to ensure the systematic development of human resources in academic libraries. A key component influencing the effective implementation of such a model is the managerial support given to both the concepts and the process of human resources development. Deliberate administrative action is required.

An analysis of library literature from the seventies to the nineties pointed to the disturbing fact that, even though staff development has been consistently called for, what is offered in the field is still sporadic. Academic librarianship is at a crossroads, requiring a systematic application of human resources development for academic librarians and other staff members in order to handle the changes faced by libraries.

The empirical data collected for this study show that there has been a long-standing interest in staff development in academic libraries. The data also show that, at the present time, the need for human resources development is particularly pressing. The environment of academic libraries continues to change due to increased demands from user communities and reduced financial support.

The empirical data of this study further show that librarians are frustrated. They are unsure about the future directions of their libraries, and they have not participated in planning for the future in terms of their own development and contribution. In order to ensure that there is a "fit" between the needs of the librarians and the needs of the libraries, a systematic human resources development programme is essential.

Human resources development should be planned carefully, taking into account the objectives and goals of the library. A needs assessment, involving an appraisal of the strengths and weaknesses of employees as well as a review of the environment in which the employees operate, will enable the library administrator to plan a human resources development programme within the context of an overall administrative strategy. The recommendations which follow constitute a model for human resources development in libraries. The model is presented verbally rather than pictorially, and progresses through several stages.

Scanning Changing Environments

The development process should begin by recognizing that academic libraries in Manitoba are undergoing far-reaching changes. These include external changes such as changing faculty and student populations and changes in interaction with other libraries, and internal changes such as library automation and changes in library

organization structure. In order to be managed, almost all of these changes require human resources development, tailored to meet present and emerging needs. Adapting to change is a fundamental requirement for organizational development.

Certain changes are global and affect all libraries, though not necessarily equally. At present, library automation and budget changes appear to need the most human resources development in all the libraries in this study. Other changes are more specific to particular types or categories of libraries. These include changes in interaction between library units, which affect the large Research Library with its many branch libraries much more than the smaller, more self-contained undergraduate libraries. In these specific instances, the library's response to change is often governed by whether or not the library has experienced or is experiencing a given change. For example, change in leadership was recognized to have a far-reaching impact on needed development by the Research Library and the undergraduate libraries. It was not a significant choice for community college libraries as there have been no recent changes in leadership in any one of them. Change in library buildings was considered to require some development of human resources by one of the undergraduate libraries which was in the process of planning for library expansion. *Therefore, in order to implement an effective human resources development programme in a library, a thorough environmental scanning is necessary.*

All of these changes, while having an immediate impact on library personnel and operations, can be expected to continue to evolve. Change by its very nature is a process. As technology keeps changing, so will libraries' response to it. Budget restriction may become even worse, calling for yet unheard of methods for libraries to survive and to be effective. No administrator remains forever in one position. A library can be expected to have changes in leadership quite regularly, and in some cases, leaders may change their philosophies and their viewpoints, thereby calling for a different response to change. The response will vary according to the type and mandate of the library, its size and budgetary constraints, and most importantly, its

leadership thrust which directs the type of experience the employees have in adapting to change. What is required is a recognition that the environment has a built-in capacity to keep changing, and therefore our response to change should be a continuous process that responds to the present, with an eye to the future.

Planning for Development

Skills, Knowledge and Attitudes Needed

A needs assessment explores aspects of available human resources development programmes and assesses the current level of satisfaction with them, in order to determine what other aspects are needed to handle ongoing changes, what barriers exist that prevent the implementation of new or enhanced aspects of the programme, and what possible solutions could overcome these barriers. An active, rather than reactive, approach is needed to build a programme of human resources development on the knowledge gained from environmental scanning.

The impact of a change on a library can be assessed only by evaluating the response that is possible under the present circumstances, and comparing it with the response that is desired. If there is a gap between the two, and the gap is in knowledge, skills and/or attitudes of librarians (and other staff members), then a series of action-plans should be structured and implemented in order to promote the necessary change.

Development in library technology is an external change, leading to library automation, an internal change. The desired position is to have a work force that has up-to-date computer skills and that views with confidence the changes in policies and procedures required for effective implementation of library automation. While the ability to adapt to library automation varies with the library as well as the librarian, the respondents in this study have identified acquiring computer skills as a needed

developmental activity. When the librarian has the necessary knowledge and skills to handle a change, the attitude that readily accepts and adapts to the change is likely to be present also.

Barriers Preventing Implementation

Human resources development needs to be adjusted to suit the particular needs of a library, by taking into account the unique constraints or barriers each library faces. In this study, the barriers identified were lack of time, lack of funding for staff and equipment, lack of desired courses at convenient times, and lack of direction from the administration. As well, not knowing the administrative strategy and not being involved in the decision-making process were seen as major barriers preventing formation of desired attitudes.

One major barrier for community college librarians is the lack of academic status. The achievement of academic status has enabled librarians in the Research Library and the undergraduate libraries to approach their obligations, and thereby their developmental needs, from an academic point of view. In the community college libraries, the absence of academic status and position classification, which assures promotion within a job, has created a sense of dissatisfaction and lowered morale. Any plan for human resources development must be sensitive to the constraints faced by the institution, such as lack of academic status for community college librarians, and their civil service status.

Overcoming Barriers

Two criteria can be used to determine whether a particular solution will overcome barriers to human resources development. The existence of a recommended activity or incentive must help a librarian or a group of librarians to handle a change

effectively. Alternatively, the absence of such an activity or incentive must hinder a librarian or a group of librarians in functioning effectively in managing a change. Wherever relevant, the recommended activities or incentives are placed in the context of constraints.

To maximize the librarians' level of satisfaction with the existing developmental activities, several specific areas require consideration. These include time for research projects, improved performance appraisal and career development, separately identified on-the-job training, and opportunities and encouragement to participate in various job enhancement areas that would allow the librarians increased participation in decision-making. None of these steps needs to involve additional financial expenditure; all could be accomplished by enhancing current programmes or by promoting a more positive attitude to human resources development. Clearly stated expectations from the library administration, and an evaluation process that is systematically applied, will ensure that all librarians have both the opportunity and the mandate to develop to their full potential.

Administrative support now exists for the provision of time for research projects quite apart from the longer term sabbatical/study leave available for university librarians. Any recommendations regarding the enhancement of performance appraisal and career development would need to tie performance reviews to developmental plans and to the career management of individuals. An adequate and appropriate feedback mechanism for performance appraisal, as well as reevaluation of the fairness of distribution of merit pay and merit awards, would make these aspects of staff development more effective and reduce the expressed level of dissatisfaction, while potentially increasing employee satisfaction with the staff development programme in the libraries.

The need for a well-run on-the-job training programme is clearly identified both by this study and the literature review. Librarians frequently do not receive training at critical times, or do not recognize that training is being given. Often the training for a new task is given along with orientation, or simultaneously with other responsibilities. The respondents suggested properly structured and relevant training programmes, offered in a positive atmosphere, with flexible scheduling. To ensure that the participant recognizes that he or she is receiving training, training sessions should be clearly identified as such, where the only expectation is to learn and to master the tasks at hand. With regard to job enhancement, regular awareness sessions about available incentives will remove some of the misunderstanding which now exists. The Director of the Research Library recently established various committees and task forces to develop and implement many far-reaching decisions, which will likely strengthen this category. A well-publicized ongoing process that provides opportunities for job exchange and job rotation will enhance the level of satisfaction for librarians.

Priorities for Implementation

Goals and objectives. A fundamental problem identified in the empirical study is lack of awareness of the goals and objectives of the institution, as well as of the administrative strategies calculated to achieve them. If goals, objectives and strategies are already determined, then efforts should be made to ensure that all staff are fully aware of them. Ideally, however, the staff would have participated in shaping these goals, objectives and strategies.

No planning for development will be effective unless it takes place in the context of specific objectives and goals. Lack of awareness of future directions on the part of those who are asked to adapt to change will hurt the process itself, as it leaves them uncertain and thereby frustrated. This was seen, for example, in the Research Library, where the size of the library, the number of personnel, the hierarchical nature of the organization, the past leadership thrust and the lack of interest of some librarians have all contributed to a situation in which a majority of the librarians have been operating without a clear understanding of the library's goals and directions. Hence the process recently initiated by the new Director of the Research Library in formulating goals and objectives for the library is a much needed improvement. She has ensured that all the middle managers were fully involved in the planning process and that all the librarians were given opportunities to know about the Strategic Plan and to participate in its improvement. What is critically needed now, before the momentum of planning is lost, is to have the middle managers, in consultation with their professional and support staff, prepare action-plans with priorities and timeframes. These action-plans will detail the specific ways and means including the necessary human resources development through which the goals will be realized in their respective units.

Training. On-the-job training is the most critical part of human resources development. In these budget-driven days, providing training that is relevant to expressed needs is critical. This calls for assessment of needs, planning appropriate training packages and providing the training at the appropriate times. In this research, ongoing training and in-service activities were areas in which librarians expressed dissatisfaction. Particularly in community college libraries, in spite of college-wide organized staff development activities, training was considered deficient due to lack of relevance to perceived needs. By involving the librarians in preparing training packages and planning in-service programmes, the librarians in the community

colleges will be involved in planning solutions. This could provide job enhancement as it also provides opportunities for planning and decision-making at a college level. The librarians are also able to show the instructional nature of their work, which may aid them in their search for instructor status.

Performance appraisal. Properly executed performance appraisal is future-oriented and evaluates individual performance in terms of goals achieved and objectives met. Where the goals and objectives are not known, or unclear, the potential of the individual employees is not fully realized. A performance appraisal that ties an individual performance to achieving agreed-upon goals, both for the individual and for the organization, will ensure that the employee is not only informed of the goals but also has an opportunity to evaluate them in light of the barriers that may hinder their achievement.

All these priorities are initially needed in the Research Library, and some are needed in other libraries as well. They assume that the librarians are fully involved and informed about the library's goals and objectives, receive appropriate training to realize these goals and objectives, and finally are evaluated on the basis of goals achieved and objectives realized. This also provides the much needed "fit" between individual needs and organizational needs.

Implementation Sequence: Action-Plans

The barriers identified in this study were lack of time, lack of desired courses at convenient times and lack of direction from the administration. The solutions suggested were properly structured training programs, offered in a positive atmosphere, with flexible scheduling. This should be undertaken for all staff members, not just the person immediately affected, to ensure an attitude of sharing, and to avoid

formation of "elite" groups. An active approach will ensure that all staff members are aware of the desired or inevitable change. Informational "blurbs" about the change, and routing related articles to all staff members, will set the scene. This can be followed by a series of audio-visual presentations on the planned change, and visits to other libraries. This will help to introduce the various issues concerned with the change first broadly, then specifically, through workshops, seminars, and hands-on experience. Finally, on-the-job training, scheduled specifically for that purpose, with handouts and follow-up sessions, will ensure that the learning takes place in a graduated manner. What is suggested is a process and not a product. A desired or imminent change - for example, library automation - can be introduced by first recognizing the barriers and planning a series of activities that will first inform and involve the participants in planning for the change before ensuring that appropriate learning occurs to effect the change.

Evaluation and Updating

Evaluation of any changed activity and learning experiences is of great importance. Personal interviews including performance appraisals, focus group interviews and surveys, and targeting appropriate groups of employees will assure that feedback is provided in a non-threatening atmosphere.

An effective way to evaluate the development programme is through a goal-oriented performance appraisal of individual librarians. A properly conducted appraisal will involve evaluation of past performance within the context of goals to be achieved. An important part of the appraisal would be an analysis of what goals have not been reached, what barriers exist, and what people believe is possible to overcome the barriers. In essence, a needs assessment at an individual level, conducted at regular intervals in an atmosphere of shared planning and evaluation, will go a long way to not

only establish and evaluate short-term and long-term goals at the individual level, but also may produce a climate of personal goodwill and support between the manager and the librarian.

Administrative Support for Human Resources Development

Human resources development is leadership-driven. The full support of the administrator is important to ensure that a planned sequence of activities takes place in an atmosphere of participation by all concerned. The directors of the academic libraries in this survey expressed full support for human resources development in their libraries. Given their support and involvement, as well as the expressed needs of librarians, the climate is now ripe for establishing effective human resources development programmes in academic libraries in Manitoba.

Literature on organizational development, human resources development and human resources management unanimously states that top-level support is an important ingredient for the successful implementation of a programme of human resources development. The literature on management of change further emphasizes that support and expectations of senior administration are critical for the establishment of a well-run human resources development programme. Through expectations and empowerment, managers are in a position to strongly influence how individuals perceive their changing jobs. Morgan (1989) pointed out that:

In developing managerial competencies we must do more than "drive through the rearview mirror." It is not enough to look at what excellent organizations and managers are already doing. It is also necessary to be proactive in relation to the future: to anticipate some of the changes that are likely to occur and to position organizations and their members to address these new challenges effectively.
(Morgan 1989, 1)

One way of advancing this is through "management by expectations" that encourages high expectations in others and emphasizes future opportunities.

According to Field and Van Seters, the challenge "is to build a culture which is dedicated and disciplined and where attitudes are focused on tomorrow's expectations and opportunities, not on yesterday's mistakes and failures" (Field and Van Seters 1988, 33). Management by expectations, with its emphasis on positive attitudes, forms an ideal vehicle for human resources development. This also incorporates goal-oriented performance appraisals of individual employees, which are essential for a continuous process of planning and implementing desired activities in a climate of shared accomplishment rather than merely correcting deficiencies.

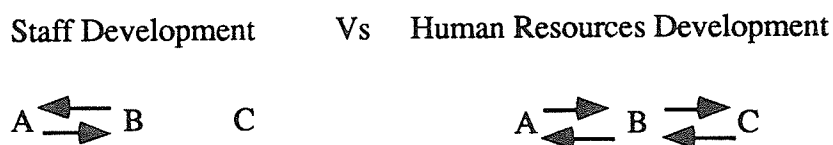
Conclusion

Anticipating changes both in the societal and technological fields and preparing to serve the end users effectively and efficiently is a mark of success for library operation. A human resources development programme helps librarians to identify elements of library operation that should respond to societal and technological changes. Ultimately, the user community must judge whether a library meets the users' particular demands.

A major goal of a human resources development programme in an academic library is to ensure that the academic librarians' level of satisfaction is maximized and productivity raised, so that both individual and organizational needs are realized. The professional and support staff in a library should respond particularly to changes in technology. The importance of printed material as a source of information is being eroded by technology. Different information delivery systems incorporating modern technology are now in use. Technology also has brought about a levelling of the tasks performed by different staff by increasing the capabilities of support staff to gather needed information through automated means. The "deskilling," and the consequent

“reskilling,” that occurred within the last decade in Technical Services due to technology, is now happening in Reference Services, due to electronic libraries that reach users directly. Librarians of all kinds are called upon to learn new skills and to discover new roles. As technology keeps changing, so does the need for the librarian to change his or her role. Consequently, the need for human resources development that will enable the librarian to develop individual capabilities while meeting the needs of the library becomes critical.

Human resources development is a far more effective tool of management than staff development, as can be seen in the following illustration. The participants of a library are A. Organization (Library management) B. Librarians (who are part of library staff) and C. End users.



Staff development smoothes the interaction between the library organization (library management) and library staff. In this scheme, there is, however, an unproven assumption that any facilitation of the interaction between the library organization and staff automatically improves services delivered to the user community. In contrast, the human resource development mode focuses on both the improvement of librarians as well as their impact on the end users through the means of goal realization. The purpose of a library is better served when a library's end users benefit and are satisfied. In a dynamic society with a changing population and changing technology, the feedback effects that result from human resources development help keep the library's operation meaningful and contribute substantially to the success of the library's mission.

Human resources development is a process and not a product. In an academic library, it should be viewed as a process that would not only allow motivated employees to function effectively but, in addition, in a most effective way instill motivation in non-motivated employees as well. Expenditure on human resources development, especially on the adaptation of librarians (and other library staff) to changes in the library, is the correct response to changes in automation, budget cuts and changes in library organization. It may even be the most cost effective response which can at the same time raise the level of efficiency of library operation. No amount of monetary compensation will solve the problems of job dissatisfaction and frustration, and thereby reduction in services to users, that would arise if these are left unsolved. To that end, human resources development offers a planned approach to meet the needs of academic librarians.

Bibliography

- ACRL Planning Committee. (1989, September). The strategic plan in action. College and Research Libraries News, 111-116.
- Adams, Don. (1973). Economic models planning and educational decisions. Theory Into Practice, 12(1), 59-68.
- Adams, Mignon. (1989, July/August). Developing college library leaders of tomorrow. College and Research Libraries News, 573-574.
- Allen, G.G. (1986, April/June). Management and the conduct of in-house library research. Library and Information Science Research, 8(2), 155-162.
- Anderson, Will. (1987). The individual-team-organization (ITO) survey: Conscious change for the organization. 1987 Annual: Developing Human Resources, 135-148.
- Andrews, Virginia Lee and Kelley, Carol Marie. (1988). Changing staffing patterns in technical services since the 1970s: A study in change. Journal of Library Administration, 9(1), 55-70.
- Anne Arundel's Program: Staff development in Md. [Maryland]. (1985, June). Library Journal.
- Armstrong, Michael. (1987, August). Human resource management: A case of the emperor's new clothes? Personnel Management, 19 (18), 30-35.
- Arthur, Gwen. (1990, July). Peer coaching in a university reference department. College & Research Libraries, 367-373.
- Ashforth, Blake E. (1987, December). Out of control: Coping with a lack of power on the job. Canadian Library Journal, 425-427.
- Association of Research Libraries. (1981). Staff development. Washington, D.C.: Office of Management Studies (SPEC. kit 75).
- Association of Research Libraries (1982). Professional development in ARL libraries. Washington, D.C.: Office of Management Studies (SPEC. kit 86).
- Association of Research Libraries (1984). Staff training for automation in ARL libraries. Washington, D.C.: Office of Management Studies (SPEC kit 109).

- Association of Research Libraries, Office of Management Studies (1983). Annual report. Washington, D.C. Chapter VI: Organizational training and staff development, 22-27.
- Association of Research Libraries, Office of Management Studies (1984). Annual report. Washington, D.C. Chapter V: Organizational training and staff development, 12-16.
- Association of Research Libraries, Office of Management Studies (1985). Annual report. Washington, D.C. Organizational training and staff development, 10-13.
- Association of Research Libraries, Office of Management Studies (1986). Annual report. Washington, D.C. Training and staff development, 18-21.
- Atkinson, Hugh C. (1984, October 15). Who will run and use libraries? How? Library Journal, 109(17), 1905-1907.
- Atkinson, Hugh C. (1984a). The impact of new technology on library organization. Special Reports, 109-114.
- Avram, Henriette. (1991, Winter). Henriette Avram talks with R.L.G. President James Michalko. Research Libraries Group News 24, 13-15.
- Baetz, Reuben C. and Collins, Kevin. (1975). Manpower programs: Equity and integration. Ottawa: Canadian Council On Social Development.
- Baird, Lloyd, Meshoulam, Ilan and DeGive, Ghislaine. (1983, September-October). Meshing human resource planning with strategic business planning: A model approach. Personnel, 14-25.
- Baird, Lloyd and Meshoulam, Ilan. (1984, January). Strategic human resource management: Implications for training human resource professionals. Training and Development Journal, 76-78.
- Baird, Lloyd and Meshoulam, Ilan. (1986, April). A second chance for HR to make the grade. Personnel, 45-48.
- Baird, Lloyd and Meshoulam, Ilan. (1988, January). Managing two fits of strategic human resource management. Academy of Management Review, 13(1), 116-128.
- Baker, Marjorie H. (1988). Point of view: Staff development and personal concerns division. Ohio Library Association, 9.

- Barkhaus, Robert S. (1983, Summer). Career development in the corporation: Pt. 1: Purposes and benefits; Pt. 2: Three basic approaches. Journal of College Placement, 29-39.
- Battin, Patricia. (1983, January). Developing university and research library professionals: A director's perspective. American Libraries, 22-25.
- Bauer, David. (1970). Factors moderating unemployment abroad. New York: Conference Board.
- Beckhard, Richard. (1989). A model for the executive management of transformational change. 1989 Annual: Developing Human Resources, 255-265.
- Bender, Louis W. and Lukenbill, Maurice D. (1984, October). Let's begin with ourselves. AACJC Journal, 16-18.
- Bendick, Mark Jr. and Egan, Mary Lou. (1982). Recycling America's workers: Public and private approaches to midcareer retraining. (ED 236367).
- Bennis, Warren G. (1972). Who sank the yellow submarine? Eleven ways to avoid major mistakes in taking over a university campus and making great changes. Psychology Today, 112-120.
- Benson, Stanley H. (1984, April). The library's status in undergraduate instruction: Far from the heart of things. In Proceedings of the ACRL 3rd National Conference, Seattle, April 4-7, 1984.
- Betcherman, Gordon. (1982). Meeting skill requirements: Report of the human resources survey. Ottawa: Economic Council of Canada.
- Bewley, Lois. (1987, June). On education: Recruiting requisites. Canadian Library Journal, 131.
- Bewley, Lois. (1987, December). Teaching management. Canadian Library Journal, 368-369.
- Bidwell, Alvin C., Farrell, John J. and Blake, Robert R. (1981, June). Team job training: A new strategy for industry. Training and Development Journal, 71-88.
- Blaug, M. (Ed.). (1968). Economics of education. Baltimore: Penguin Books.
- Bolles, Richard. (1982, March). The loss of values in career development. Training and Development Journal, 24-36.

- Bowles, Samuel and Gintis, Herbert. (1975). The problem with human capital theory: A Marxian critique. American Economic Association, 65(2), 74-82.
- Bowron, Albert. (1987, June). On management: The challenge of leadership. Canadian Library Journal, 130.
- Boykin, Joseph F. Jr. (1991, Winter). Library automation 1970-1990: From the few to the many. Library Administration and Management, 10-24.
- Boylen, Mary E. (1980, March), Career development through employee training. Public Relations Journal, 26-30, 51.
- Breiting, Amelia, Dowey, Marcia, and Sockbeson, D. (1976, July). Staff development in college and university libraries. Special Libraries, 67: 305-310.
- Breivik, Patricia Senn. (1987, July/August). Making the most of libraries in the search for academic excellence. Change, 44-52.
- Brown, Nancy. (1979, August). Academic libraries: An operational model for participation. Canadian Library Journal, 201-207.
- Buckland, Michael K. (1989, July). Foundations of academic librarianship. College and Research Libraries, 389-396.
- Budd, John M. and Seavey, Charles A. (1990, September). Characteristics of journal authorship by academic librarians. College and Research Libraries, 463-470.
- Bunge, Charles A. (1982, Spring). Strategies for updating knowledge of reference resources and techniques. Reference Quarterly, 21(3), 228-232.
- Burlingame, Dwight F. and Woods, Julia A. (1980, Winter). Staff development and continuing education in the university library setting. Journal of Library Administration, 1(4), 41-46.
- Burrell, Gibson and Morgan, Gareth. (1979). Sociological paradigms and organizational analysis: Elements of the sociology of corporate life. London: Heinemann.
- Busch, B.J. (1986). Integration of public and technical services functions: Observations on organizational change in six member libraries of the Association of Research Libraries. Washington, D.C.: Association of Research Libraries, Office of Management Studies.
- Byam, Milton S. (1980, Winter). Consulting in staff development. Library Trends, 28(3), 399-409.

- CACUL. (1969, June). Position classification and principles of academic status in Canadian university libraries. Ottawa: Canadian Library Association.
- CACUL. (1971). Committee on Academic Status Report. CACUL Newsletter 2:6, 609-624.
- CACUL. (1973/74). Committee on Academic Status of Librarians: Report of the 1973/74 survey. 198-213.
- Cady, Susan A. (1990, July). The electronic revolution in libraries: Microfilm déjà vu? College and Research Libraries, 374-386.
- Canada. Employment and Immigration. (1981). Labour market development in the 1980's: A report of the Task Force on Labour Market Development. Ottawa.
- Career planning and development in libraries. (1989, Winter). Library Personnel News, 3(1), 1-10.
- Carkhuff, Robert R. (1972). Major contributions: The development of systematic human resource development models. Counselling Psychologist, 3(3), 4-11.
- Caron, Normand. (1983). Adult participation in education and training and requirements for educational leave. Ottawa: Dept. of Employment and Immigration. (Skill Development Leave Task Force background paper).
- Carrigan, Dennis P. (1989, July). Letters: The 'dismal science' revisited. College and Research Libraries, 485-486.
- Caynon, William. (1982, March). Collective bargaining and professional development of academic librarians. College and Research Libraries, 43(2), 133-139.
- Chalofoky, Neal E. and Reinhart, Carlenea (1988, August). Your new role in the organizational drama: Measuring effectiveness (the role of human resource development managers in business organizations). Training and Development Journal, 42, 30-37.
- Chan, Lois Mai. (1990, September). Subject analysis tools on line: The challenge ahead. Information Technology and Libraries, 258-262.
- Choi, Jin M. (1989, November). Learning styles of academic librarians. College and Research Libraries, 691-699.
- Clark, Donald M. (1983). Displaced workers: A challenge for voc. ed. Columbus, Ohio: Ohio State University.

- Clegg, Stewart and Dunkerley, David. (1980). Organization, class and control. London: Routledge.
- Clifford, R.J. et al. (1981). Survey of manpower planning practices in Canada. Ottawa: Employment and Immigration Canada. (Technical study prepared for the Task Force on Labour Market Development).
- Cline, Hugh F. and Sinnott, Loraine, T. (1980). The impact of automation on libraries: Final Report. Princeton, N.J. Educational Testing Service.
- Cline, Hugh F. and Sinnott, Loraine T. (1983). The electronic library: The impact of automation on academic libraries. Toronto: D.C. Heath.
- Coffey, Margaret. (1985, December). Staff development: Moving from rhetoric to reality. Cataloguing Australia, 11(4), 19-31.
- Coffman, Linn. (1980, October). Successful training program evaluation. Training and Development Journal, 84-87.
- Cohen, Louis and Manion, Lawrence. (1980). Research methods in education. 2nd ed. London: Croom.
- Cohen, Sanford. (Ed.). (1966). Manpower in economic and social growth. International Manpower Institute. (Proceedings of the Sixth International Manpower Seminar, 1966). (ED 026476)
- Cohn, Richard M. (1980). Quantitative evidence of age discrimination: Some theoretical issues and their consequences. Aging and Work, 3(3), 149-161.
- Colley, Joanne and Thorson, Connie Capeos. (1990, April). Mentoring along the tenure track. College and Research Libraries News, 297-300.
- The Conference Board. (1989). Human resources outlook 1990. Ottawa, 26.
- Conroy, Barbara. (1978). Library staff development and continuing education. Littleton, Colo.: Libraries Unlimited.
- Conroy, Barbara. (1982). The human element: Staff development in the electronic library. School of Library and Information Science, Drexel University.
- Conroy, Barbara. (1983, Summer). People, networks: a system for library change? Journal of Library Administration, 4(2), 75-86.

- Converse, W.R. (1988, October). Federal libraries in the age of supply-side economics. (Keynote address delivered at the seminar of The Council of Federal Libraries, Ottawa).
- Converse, W.R. (1988, November 4). Global communications: Access vs. privacy. 1988 BEAC/ACER Professional Development.
- Coombs, Philip H. (1985). The world crisis in education: The view from the eighties. New York: Oxford University Press, 1-9.
- Cooper, Robert and Burrell, Gibson. (1988 Winter). Modernism, postmodernism and organizational analysis: An introduction. Organization Studies, 9(1), 91-112.
- Coppola, Elaine. (1983, Winter). Who trains the trainer? Library staff are OPAC users, too. Library Hi Tech. 1(3), 36-38.
- Corson, David. (1987, June). An approach to research in educational administration. Journal of Educational Administration and Foundations, 2(1), 20-36.
- Corson, David. (1988, June). Being critical of critical theory: A reply to Dolmage. Journal of Educational Administration and Foundations, 3(1), 42-47.
- Cowley, John. (1982). Personnel management in libraries. London: Clive Bingley.
- Craig, Robert L. (Ed.). (1976). Training and development handbook: A guide to human resource development. 2nd ed. New York: McGraw-Hill.
- Craig, Robert L. and Evers, Christine J. (1981). Employers as educators: 'The Shadow Education System'. New Directions for Experiential Learning, n13, 29-46.
- Creth, Sheila D. (1986). Effective on the job training: Developing library human resources. Chicago: American Library Association.
- Curtis, Bernard and Mays, Wolfe. (Ed.). (1978). Phenomenology and education: Self-consciousness and its development. London: Methuen.
- Dakshinamurti, Ganga. (1985, December). Automation's effect on library personnel. Canadian Library Journal, 42(6), 343-351.
- Dakshinamurti, Ganga. (1990). Managerial perspectives on human resources development of faculty and support staff members in an educational setting: Community college. (Unpublished).
- Dale, Doris C. (1980, December). Career patterns of women librarians with doctorates. Chicago, U of Illinois. (Occasional papers, #147).

- Daly, Andrew. (1980, December). Speaking from experience: Management development gears for the 80's. Training and Development Journal, 88-92.
- Damanpour, Fariborz and Evan, William M. (1984). Organizational innovation and performance: The problem of "Organizational lag". Ithaca, N.Y.: Cornell University.
- Davis, Russell G. (1966). Planning human resource development: Educational models and schemata. Chicago: Rand McNally.
- Devanna, Mary Anne et al. (1983). Human resources management: Issues for the 1980's. New York: Columbia University. (ED 246180).
- Denis, Laurent-G. and Anster, Ethel. (1988). The management of retrenchment in Canadian academic libraries. Faculty of Library and Information Science, University of Toronto.
- Dickinson, Dennis W. (1984). Demythologizing continuing education. In Proceedings of the ACRL 3rd National Conference, Seattle, April 4-7, 1984, 320-324.
- Didio McLean, Dulce. (1985, March). Aspects of significant library automation in Greater Sao Paulo: A review. Libri, 35(1), 21-42.
- Dobbert, Marion Lundy. (1982). Ethnographic research: Theory and application for modern schools and societies. New York: Praeger.
- Dodge, David A. and Wilkinson, Lynn E. (1982). Employment training: A government perspective. Canadian Journal of Higher Education, 12(3), 37-46.
- Dolmage, William R. (1988, June). A critical review of Corson's "An approach to research in educational administration" (1987). Journal of Educational Administration and Foundations, 3(1), 31-41.
- Donaldson, Les and Scannell, Edward E. (1978). Human resource development: The new trainer's guide. Reading, Mass.: Addison-Wesley.
- Doty, Charles R. and Cappelle, Frank. (1982), Technical updating in community colleges. Journal of Studies in Technical Carriers, 4(4), 361-372.
- Dowlin, Kenneth. (1991, Winter). An interview with Kenneth Dowlin. Library Administration and Management, 5:1, 2-6
- Drake, Miriam A. (1989, September). Management of information. College and Research Libraries, 521-531.

- Drucker, Peter F. (1974). Management: Tasks, responsibilities, practices. New York: Harper.
- Dwyer, James R. (1981, April/June). The effect of closed catalogs on public access. Library Sources and Technical Services, 186-195.
- Dyer, Hilary and Morris, Anne. (1990). Human aspects of library automation. Aldershot, England: Gower.
- Eaton, Elizabeth K. (1981, July). Library staff development course. Bull. Med. Lib. Assoc., 69(3), 317-321.
- Elliott, Lynn. (1983, October). Professional staff development in academic libraries. Journal of Librarianship, 15(4), 237-253.
- Emmick, Nancy J. (1984). Release time for professional development: How much for research? In Proceedings of the ACRL 3rd National Conference, Seattle, April 4-7, 1984, 129-134.
- Estabrook, Leigh. (1981, July). Productivity, profit and libraries. Library Journal, 1377-1380.
- Euster, Joanne R. and Haikalis, Peter D. (1984, April). A matrix model of organization for a university library public services division. In Proceedings of the ACRL 3rd National Conference, Seattle, April 4-7, 1984, 357-364.
- Eyre, John J. (1979, April). The impact of automation on libraries: A review. Journal of Library and Information Science, 5(1), 1-15.
- Fanton, Jonathan F. (1989, July/August). The academy and the future: Constancy within change. College and Research Libraries News, 564-570.
- Farber, Evan Ira. (1984). Myths and realities: The academic viewpoint. In Proceedings of the ACRL 3rd National Conference, Seattle, April 4-7, 1984, 13-20.
- Faturi, Judy. (1982). An alternative career option: The teacher as a training specialist. Action in Teacher Education, 4(4), 5-11.
- Feather, Frank. (1983). Future training and retraining: Needs and potentials. Ottawa: Employment and Immigration Canada. (Canadian Task Force on Skill Development Leave Background Paper 6).

- Fiegen, Ann M, Heitshu, Sara C. and Miller, Edward P. (1990, September). The effect of the LASS microcomputer software on the cost of authority work in cataloging. Information Technology and Libraries, 253-257.
- Field, Richard H. G. and Van Seters, David A. (1988, Winter). Management by expectations (MBE): The power of positive prophecy. Journal of General Management, 14:(2), 19-33.
- Filmer, Paul, et al. (1972). New directions in sociological theory. Cambridge, Mass.: MIT.
- Finney, Martha I. (1988, June). Leading the way to new age: At once eye-witnesses to history and catalysts of change, key players in human resource management discuss the growth and direction of the new profession. Personnel Administrator, 33: 42-49.
- Fitch, Donna K. (1990, July). Job satisfaction among library support staff in Alabama academic libraries. College and Research Libraries, 313-320.
- Foster, Constance L. (1988). Staff considerations in technical services: The chameleon approach. Journal of Library Administration, 9(1), 71-86.
- Fox, David G., Ellison, Robert L. and Keith, Karen L. (1988, Fall). Human resource management: An index and its relationship to readiness for change. Public Personnel Management, 17(3), 297-302.
- Fram, Eugene H. (1978, January). What to do before and after budget cuts. Training and Development Journal, 40-45.
- Freedman, Maurice J. (1984, June 15). Automation and the future of Technical Services. Library Journal, 1197-1203.
- Fulton, Oliver, et al. (1980, September). Higher education and manpower planning: A comparison of planned and market economics. Education Policy Bulletin, 8(1), 83-113.
- Furuta, Kenneth. (1990, September). The impact of automation on professional catalogers. Information Technology and Libraries. 241-252.
- The future of reference III: An introduction. (1990, December). College and Research Libraries News, 1044-1058.
- Fyfe, John. (1980). Manpower planning: The need for a diagnostic approach. IJM, 1(1), 33-36.

- Gapen, D. Kaye. (1984). Myths and realities: University libraries. In Proceedings of the ACRL 3rd National Conference, Seattle, April 4-7, 1984, 3-11.
- Gardner, John W., and others. (1989, Winter). Nature and nurture. Library Administration and Management, 3(1), 10-34.
- Garofalo, Denise A. (1989, Fall). The future of technical services: New roles for acquisitions and catalog librarians. LITA Newsletter, 17-25.
- Garten, Edward D. (1981, July). Motivational properties of support staff tasks in the face of automation. (Paper presented at the Mountain Plains Library Association, Omaha, Neb., April 1981).
- Geib, Peter and McMeen, George R. (1983, September). Managing training in an automated environment. Software Review, 2(3), 167-171.
- Georgiou, Petro. (1973). The goal paradigm and notes towards a counter paradigm. Administrative Science Quarterly, 18(3), 291-310.
- Gilardi, Ronald L. (1990, January). The representational rights of academic librarians: Their status as managerial employees and/or supervisors under the National Labor Relations Act. College and Research Libraries, 40-54.
- Ginzberg, Eli et al. (1966). Expanding employment in a pluralistic economy. Washington, D.C.: Office of Manpower Policy, U.S. Dept. of Labor. (Seminar on Manpower Policy and Program).
- Ginzberg, Eli. (1971). Manpower for development: Perspectives on five continents. New York: Praeger.
- Ginzberg, Eli. (1975). The manpower connection: Education and work. Cambridge: Harvard University Press.
- Ginzberg, Eli. (1976). The human economy. New York, MacGraw Hill.
- Gist, Marilyn E. (1987, July). Self-efficacy: Implications for organizational behavior and human resource management. Academy of Management Review, 12(3), 472-485.
- Glogoff, Stuart and Flynn, James P. (1987, November). Developing a systematic in-house training program for integrated library systems. College and Research Libraries, 48(6), 528-536.
- Goetz, Judith Preissle and LeCompte, Margaret D. (1981). Ethnographic research and the problem of data reduction. Anthropology and Education Quarterly, 12(1), 51-70.

- Goldstein, Eileen and Washerman, Paul. (1981, July). Training and development of a library and technical information staff. Special Libraries, 72(3), 290-294.
- Gorman, Michael. (1982, July/August). Thinking the thinkable: a synergetic profession; On-line catalogs go beyond bibliographic control. American Libraries, 473-474.
- Gorman, Michael. (1989, November). Yesterday's heresy today's orthodoxy: An essay on the changing face of descriptive cataloging. College and Research Libraries, 626-634.
- Gossen, Eleanor, Reynolds, Frances, Ricker, Karina and Smirensky, Helen. (1990, March). Forging new communication links in an academic library: A cross-training experiment. Journal of Academic Librarianship, 18-21.
- Gothberg, Helen M. (1990, November). The library survey: A research methodology rediscovered. College and Research Libraries, 553-559.
- Graham, Peter S. (1989, July). Research patterns and research libraries: What should change? College and Research Libraries, 433-440.
- Graham, Peter S. (1990, May). Electronic information and research library technical services. College and Research Libraries, 241-250.
- Gratch, Bonnie. (1989, December). Fostering research activity: Examples of institutional support. College and Research Libraries News, 979-980.
- Gratch, Bonnie G. (1990, September). Exploring the principle of least effort and its value to research. College and Research Libraries News, 727-728.
- Greenfield, Thomas B. (1973). Organizations as social inventions: Rethinking assumptions about change. Journal of Applied Behavioral Science, 9(5), 551-574.
- Greenfield, Thomas B. (1974). Theory in the study of organizations and administrative structures: A new perspective. (Paper presented to the third International Intervisitation Programme on Educational Administrators, July 1974). Canadian Association for the Study of Educational Administrators.
- Greenfield, Thomas B. (1978, Spring). Reflections on organization theory and the truths of irreconcilable realities. Educational Administration Quarterly, 14(2), 1-23.
- Greenfield, Thomas B. (1979/80, Winter). Research in educational administration in the United States and Canada: An overview and critique. Educational Administration Quarterly, 8, 207-245.

- Greenfield, Thomas B. (1980, Fall). The man who comes back through the door in the wall: Discovering truth, discovering self, discovering organizations. Educational Administration Quarterly, 16(3), 26-59.
- Greenfield, Thomas B. (1986, Summer). The decline and fall of science in educational administration. Interchange, 17(2), 57-80.
- Greiner, Joy M. (1985, Fall). A comparative study of the career development patterns of male and female library administrators in large public libraries. Library Trends, 34(2), 259-289.
- Griffiths, Daniel E. (1957). Toward a theory of administrative behavior. In Campbell, R.F. and Gregg, R.T. (Eds.). Administrative behavior in education. New York: Harper, 354-390.
- Griffiths, Daniel E. (1977, Spring). The individual in organization: A theoretical perspective. Educational Administration Quarterly, 13(2), 1-18.
- Griffiths, Daniel E. (1979, Fall). Intellectual turmoil in educational administration. Educational Administration Quarterly, 15(3), 43-65.
- Griffiths, Jose-Marie. (1990). Risk taking expansion and contraction: A framework for evaluating the performance and effectiveness of information services. Canadian Library Association.
- Gronn, Peter C. (1985). After T.B. Greenfield, whither educational administration? Educational Management and Administration, 13, 55-61.
- Grover, Richard A. (1986). Managing human resources in financial service firms. Federal Home Loan Bank of Cincinnati Quarterly Review, (2), 8-12.
- Grover, Robert and Hale, Martha L. (1988, January). The role of the librarian in faculty research. College and Research Libraries, 9-15.
- Guba, Egon G. (1978). Toward a methodology of naturalistic inquiry in educational evaluation. Los Angeles: Center for the Study of Evaluation, Univ. of California.
- Guba, Egon G. (1981, Summer). Criteria for assessing the trustworthiness of naturalistic inquiries. Educational Communication and Technology Journal, 29(2), 75-91.
- Guba, Egon G. and Lincoln, Yvonna S. (1982, Winter). Epistemological and methodological bases of naturalistic inquiry. Educational Communications and Technology Journal, 30(4), 233-252.

- Guba, Egon G. and Lincoln, Yvonna S. (1987). Effective evaluation. San Francisco: Jossey-Bass.
- Guerrier, Richard, (1979, February). So what's wrong with people? Canadian Training Methods, 9.
- Guest, David E. (1987, September). Human resource management and industrial relations. Journal of Management Studies, 24(5), 503-521.
- Gulteridge, Thomas G. (1983). Linking career development and human resource planning. Washington D.C., ASTD. (Presented at a National Conference of ASTD, 1983).
- Hackman, J. Richard and Sutte, J. Lloyd. (1977). Improving life at work: Behavioral science approaches to organizational change. Santa Monica, California: Goodyear.
- Hafters, Ruth. (1986). Academic librarians and cataloging networks: Visibility, quality control, and professional status. New York: Greenwood.
- Halisky, Nicholas L. (1980). An investigation of staff development programs addressing the problem of staff non-productivity in the classroom. California: Pepperdine University.
- Hall, John, (Ed). (1982). Fighting professional stagnation: Staff development in a period of low mobility. Leeds, England: Polytechnic School of Librarianship.
- Hammons, James O. (1983). Staff development isn't enough. Community College Review, 10(3), 3-7.
- Harris, Edward. (1984). Management model for economic development. (ED 251596).
- Harrison, Colin T. (1983, Summer). Staff development. Education Libraries Bulletin, 26(2), 24-31.
- Hayes, Sherman. (1990, December). Serving the professional staff in higher education. College and Research Libraries News, 1059-1062.
- Hayne, Joanne Harack, Pearson, Norman and Sweet, Patrick. (1983). Valuing human capital: Towards a Canadian human resource industry. Ottawa: Employment and Immigration Canada. (Background paper, 28).
- Heelan, Cynthia M. (1980). A program of staff development: A proposed model for credit-free instructors. Minneapolis: North Hennepin Community College.
- Hegg, Judith L. (1985, Spring). Continuing education: A profile of the academic librarian participant. Journal of Library Administration, 6(1), 45-63.

- Hendry, Chris, Pettigrew, Andrew and Sparrow, Paul. (1988, November). Changing patterns of human resource management. Personnel Management, 20(11), 37-41.
- Henshaw, Rod. (1986, April). Library to library. (Impact of automation on library personnel column). Wilson Library Bulletin, 60, 44(2).
- Herda, E. Implication of a critical discussion in educational administration theory: The Griffiths/Greenfield debate examined from a Philosophy of Science perspective (Ph.D. dissertation. University of Oregon, 1978).
- Herriott, Robert E. and Firestone, William A. (1983, February). Multisite qualitative policy research: Optimizing description and generalizability. Educational Researcher, 14-19.
- Hersey, Florence M. (1989). Workload measurement systems for librarians. Bibliotheca Medica Canadiana, 10(3), 111-116.
- Herubel, Jean-Pierre V. M. (1990, July/August). The Ph.D. librarian: A personal perspective. College and Research Libraries News, 624-628.
- Herzberg, Frederick. (1967, January-February). One more time: How do you motivate employees? Harvard Business Review, 13-22.
- Higgs, John and Mbithi, Philip. (Ed.). (1977). Learning and living: Education for rural families in developing countries. New York: UNIPUB.
- Hill, Janet Swan. (1985, November). Wanted: Good catalogers. American Libraries, 728-730.
- Hills, Jean. (1980, Winter). A critique of Greenfield's "New Perspective." Educational Administration Quarterly, 16(1), 20-44.
- Hiscock, Jane. (1986, December). Staff development at the South Australian College of Advanced Education Library: The first two years. Australian College Libraries, 5(4), 122-127.
- Hodgkinson, Christopher. (1986, June). New directions for research and leadership: The triplex value bases of organization theory and administration. Journal of Educational Administration and Foundations, 1(1), 4-15.
- Holland, John W. and Skolnick, Michael L. (1975). Public policy and manpower development. Toronto: Ontario Institute for Studies in Education.

- Holley, Robert P. (1981, May). The future of catalogers and cataloging. Journal of Academic Librarianship, 7:2, 90-93.
- Holmes, Mark. (1986, December). Traditionalism and educational administration. Journal of Educational Administration and Foundations, 1(2), 40-51.
- Horn, Judy. (1984). Peer review for librarians and its application in ARL libraries. In Proceedings of the ACRL 3rd National Conference, Seattle, April 4-7, 1984, 135-140.
- Horney, Karen L. (1985, September). Quality work, quality control in Technical Services. Journal of Academic Librarianship, 11:4, 206-210.
- Horney, Karen L. (1987, January/March). New turns for a new century: Library services in the information era. Library Resources and Technical Services, 6 - 11.
- Houdek, Frank G. (1986, Fall/Winter). Career development in law librarianship: Thoughts on the occasion of becoming a law library director. Legal Reference Services Quarterly, 6(3/4), 81-94.
- Howard, Sheila. (1983, June). Library use education for adult university students. Canadian Library Journal, 149-155.
- Huang, Shih-Hsion. (1986, Spring). Continuing education and staff development for librarians in the Republic of China. Journal of Educational Media and Library Sciences, 23(3), 226-239.
- Huling, Nancy. (1984). Staff development through the public services self-study. In Proceedings of the ACRL 3rd National Conference, Seattle, April 4-7, 1984, 113-117.
- Irizarry, Rafael L. (1980). Overeducation and underemployment in the Third World: The paradoxes of dependent industrialization. Comparative Education Review, 24(3), 338-352.
- Jacob, Brown and Sabinger, Florence. (1978, October). The practising librarian: Staff vs. books in academic library budgets. Library Journal, 108(18), 2049-2050.
- Jaeger, Richard M. (Ed). (1988). Complementary methods for research in education. Washington, D.C.: American Educational Research Association.
- Jakubauskas, Edward B. and Palomba, Neil A. (1973). Manpower economics. Reading, Mass.: Addison-Wesley.

- Jaynes, Phyllis E. (1984). Organizational response to a changing environment: The library's brave new world. In Proceedings of the ACRL 3rd National Conference, Seattle, April 4-7, 1984, 97-101.
- Jenkins, Darrel L., Cook, M. Kathleen and Fox, Mary Anne. (1981, May). Research development of academic librarians: One university's approach. Journal of Academic Librarianship, 7(2), 83-86.
- Jesse, Ken. (1987, Winter). Library programs and educational organizations. School Libraries in Canada, 25-26.
- Johnson, Millard F. (1982, April). After the on-line catalog: A call for active librarianship. American Libraries, 235-239.
- Jones, James R. (1981, January-February). Investing in human capital. Voc Ed, 60-62.
- Jones, Noragh and Jordan Peter. (1987). Staff management in library and information work. 2nd ed. Hants, England: Gower.
- Jones, William G. and Ford, Barbara J. (1984). Values and ACRL: What do our leaders report? In Proceedings of the ACRL 3rd National Conference, Seattle, April 4-7, 1984, 141-145.
- Kaag, Cynthia Stewart and Nancy Shepard. (1989, October). Time grants. College and Research Libraries News, 834-836.
- Kaufman, Paula T. (1984). The multiple uses of the information and analyses generated by a self-study. In Proceedings of the ACRL 3rd National Conference, Seattle, April 4-7, 1984, 108-112.
- Kiker, B.F. (1968). Human capital: In retrospect. Columbia: University of South Carolina. (Essays in economics, 16)
- Kiker, B.F. (Ed.). (1971). Investment in human capital. Columbia: University of South Carolina.
- Knowles, Malcolm S. (1972). Toward a model of lifelong education. Hamburg: UNESCO.
- Kong, Leslie M. and Goodfellow R.A.H. (1988, May). Charting a career path in the information professions. College and Research Libraries, 49(3), 207-216.
- Kozoll, Charles E. (1974). Staff development in organizations: A cost evaluation manual for managers and trainers. Reading, Mass.: Addison-Wesley.

- Kreitz, Patricia A. and Ogden, Annegret. (1990, July). Job responsibilities and job satisfaction at the University of California Libraries. College and Research Libraries, 297-312.
- Krompart, Janet and Pettengill, Richard L. (1990, November). Eight-month contracts for Oakland University librarians. College and Research Libraries News, 976-978.
- Kuhns, Eileen and Martovana, S.V. (Eds). (1982). New Directions for institutional research: Qualitative methods for institutional research. San Francisco: Jossey-Bass.
- Kuhta, Richard J. (1990, June). The Scarlet letter=A(utomation). College and Research Libraries News, 540-544.
- Kuper, George H. (1979). Let's make productivity a priority. Voc Ed., 54(6), 28-30.
- Lancaster, F. Nilfoid. (1989, July). Whether libraries? or whither libraries? College and Research Libraries, 406-419.
- Larson, Peter E. (1987, July). Improving competitiveness: Lessons from winners in the Canada Awards for Business Excellence Program. Ottawa: Conference Board of Canada.
- Lazer, R.I. Olkewicz, A.W. and Bevans, J.W. (1980, October). Training in plants: A realistic approach. Training and Development Journal, 91-96.
- LeCompte, Margaret D. and Goetz, Judith Preissle. (1982, Spring). Problems of reliability and validity in ethnographic research. Review of Educational Research, 52(1), 31-60.
- Leiter, Robert D. (Ed.). (1975). Costs and benefits of education. New York: Dept. of Economics, City University of New York. (Annual, vol. 1).
- Lenzini, Rebecca T. and Shaw, Ward. (1991, Winter). Creating new definitions of library cooperation: Past, present and future models. Library Administration and Management, 37-40.
- Lesh, Seymour, et al. (1974). Demonstration project on developing alternative qualifications and credentials for paraprofessionals. Springfield, Va.: National Technical Information Service.
- LeVasseur, Paul M. (1967). A study of inter-relationships between education, manpower and economy. (Paper prepared for the Symposium on Operations Analysis of Education, Washington, D. C., 1967) (ED 021310).

- Levine, Victor. (1979, February). Evaluating vocational training alternatives using single-period earnings data: A technical note. Comparative Education Review, 125-133.
- Levine, Victor. (1983). The interaction of family environment and educational administration. (ED 235558).
- Librarians, seminars, tuition payments, awards. (1988, February 15). Library Journal, 116.
- Libraries in the 80's. (1985). New York: Haworth.
- Library use up 10% with on-line system. (1984, January). Computerworld, 18(5), 68.
- Lighthall, Lynne. (1987, Winter). Strategies for automating the card catalogue: The Vancouver experience. School Libraries in Canada, 27-40.
- Lindsey, Jonathan A. (Ed). (1986). Performance evaluation: A management basic for librarians. Phoenix: Oryx Press.
- Linsley, Laurie S. (1984). The dual job assignment: How it enhances job satisfaction. In Proceedings of the ACRL 3rd National Conference, Seattle, April 4-7, 1984, 146-150.
- Lippitt, Gordon L., This, Leslie E. and Bidwell, Robert G. Jr. (Ed.). (1971). Optimizing human resources: Readings in industrial and organizational development. Reading, Mass.: Addison-Wesley.
- Lomas, Tim. (1985). Professional development activities of college librarians. Library and Information Research News, 8(31/32), 5-22.
- Love, J. D. (1980). Manpower planning at the national level. Canadian Vocational Journal, 16(2), 25-29.
- Lubans, John. Jr. (1988, January). The manager as counselor: How goals help. Library Administration and Management, 28-30.
- Luce, Sally R. (1983). Retrenchment and beyond: The acid test of human resource management. Ottawa, Conference Board of Canada.
- Luce, Sally R. (1985, September). Building quality through people. Ottawa: Conference Board of Canada.
- Lyman, Peter. (1991, January/February). The library of the (not-so-distant) future. Change, 23(1), 34-41.

- Maanen, John Van. (Ed.). (1983). Qualitative methodology. Beverly Hills, California: Sage.
- Mace, John. (1984). The economics of education: A revisionist's view. Higher Education Review, 16(3), 39-56.
- Mackinnon, David, Young, Beth and Hansen, Borkur. (1990, December). On valid knowledge. Journal of Educational Administration and Foundations, 5(2), 39-51.
- MacMillan, Ian C. and Schuler, Randall S. (1985, April). Gaining a competitive edge through human resources. Personnel, 24-29.
- MacRae, Don. (1977, February). Development: As people and professionals. Canadian Training Methods, 10-13.
- MacRae, Lorne. (1985, June 15). Standards: Aiming towards tomorrow. Canadian Journal of Educational Communication, 14(3), 10-11.
- Magrath, Lynn L. (1982, September). Computers in the library: The human element. Information Technology and Libraries, 1(3), 266-270.
- Malinconico, S. Michael. (1983, December 1). People and machines: Changing relationships? Library Journal, 2222-2224.
- Malinconico, S. Michael. (1984, April 15). Managing organizational culture. Library Journal, 791-793.
- Malinconico, S. Michael. (1991, Winter). Technology and the academic workplace. Library Administration and Management, 25-28.
- Manitoba. Dept. of Labour and Manpower. (1981). Review of labour and manpower issues related to technological change. Winnipeg: Research Branch.
- Manitoba Economic Development Advisory Board. (1975). Manpower issues in Manitoba. Winnipeg.
- Marchant, Maurice P. (1971, July). Participative management as related to personnel development. Library Trends, 48-59.
- Marshall, Catherine and Rossman, Gretchen B. (1989). Designing qualitative research. Newbury Park, California: Sage.
- Martell, Charles R. and Dougherty, Richard M. (1978, July). The role of continuing education and training in human resource development: An administrator's viewpoint. Journal of Academic Librarianship, 4(3), 151-155.

- Martell, Charles R. (1984, April). A house divided: Public service realities in the 1980's. In Proceedings of the ACRL 3rd National Conference, Seattle, April 4-7, 1984.
- Martell, Charles R. (1987, November). Editorial: The best librarians, who are they? College and Research Libraries, 475-476.
- Martin, Susan K. (1989, July). Information technology and libraries: Toward the year 2000. College and Research Libraries, 397-405.
- Mason, Marilyn Gell. (1991, Winter). Library automation: The next wave. Library Administration and Management, 34-36.
- Matarazzo, James M. (1987, Fall). Continuing professional education. Special Libraries Association, 78(4), 247-250.
- Matarazzo, James M. (1989). The value of the information professional. Bibliotheca Medica Canadiana, 10(3), 117-120.
- McChesney, David L. (1989, November). Trading places: Planning an international job exchange. College and Research Libraries News, 919-922.
- McClure, Charles R. (1980, March). Academic librarians, information sources, and shared decision making. Journal of Academic Librarianship, 6(1), 9-15.
- McCombs, Gillian. (1986, November). Public and Technical Services: Disappearing barriers. Wilson Library Bulletin, 25-28.
- McCormack, Jim and Albertus, Dan. (1978, January). Building training's future through top management support. Training and Development Journal, 18-21.
- McGregor, Douglas. (1960). The human side of enterprise. New York: McGraw Hill.
- McMeen, George R. and Bowman, Richard F. (1984). Faculty development and collective bargaining. Improving College and University Teaching, 32(1), 14-16.
- McNeer, Elizabeth J. (1988). The mentoring influence in the careers of women ARL directors. Journal of Library Administration, 9(2), 23-33.
- Mech, Terrence F. (1990, September). Academic library directors: A managerial role profile. College and Research Libraries, 415-428.
- Meglio, Delores. (1991, Winter). Implications of telecommuting in a library environment. Library Administration and Management, 30-36.

- Meier, Gretl S. (1983). Worker learning and worktime flexibility: A policy discussion paper. Kalamazoo, Michigan: W.E. Upjohn Institute for Employment Research.
- Mellon, Constance Ann. (1990). Naturalistic inquiry for library science: Methods and applications for research, evaluation, and teaching. New York: Greenwood.
- Meshoulam, Ilan and Baird, Lloyd. (1987, Winter). Proactive human resource management. Human Resource Management, 26(4), 483-502.
- Miller, P. (1987, July). Strategic industrial relations and human resource management: Distinction, definition, and recognition. Journal of Management Studies, 24(4), 347-361.
- Miller, Susan L. et al. (1976, March). To be or not to be: An Academic Library Research Committee. Journal of Academic Librarianship, 2(1), 20-24.
- Minter, Robert L. (1980, October). A system for organizational readiness. Training and Development Journal, 52-55.
- Mirabile, Richard J. (1985, April). A model for competency-based career development. Personnel, 30-38.
- Moffett, William A. (1990, February). ACRL President's letter: 1989-1990, an age of transition. College and Research Library News, 573-674.
- Moran, Barbara B. and Neenan, Peter A. (1987, June 15). The public library's invisible managers. Library Journal, 112(11), 27-29.
- Morgan, Gareth and Smircich, Linda. (1980, October). The case for qualitative research. Academy of Management Review, 5(4), 491-500.
- Morgan, Gareth. (1980 December.). Paradigms, metaphors, and puzzle solving in organization theory. Administrative Science Quarterly, 25(4), 605-622.
- Morgan, Gareth. (1981). The Schismatic metaphor and its implications for organizational analysis. Organization Studies, 2(1), 23-44.
- Morgan, Gareth. (1982, July). Cybernetics and organization theory: Epistemology or technique? Human Relations, 35(7), 521-537.
- Morgan, Gareth. (1983, April). Rethinking corporate strategy: A cybernetic perspective. Human Relations, 36(4), 345-360.
- Morgan, Gareth. (1983, December). More on metaphor: Why we cannot control tropes in administrative science. Administrative Science Quarterly, 28(4), 601-607.

- Morgan, Gareth. (1986). Images of organization. Beverly Hills, California: Sage.
- Morgan, Gareth. (1988). Riding the waves of change: Developing managerial competencies for a turbulent world. San Francisco: Jossey Bass.
- Morgan, Gareth. (1989). Creative organization theory: A resourcebook. Newbury Park, California: Sage.
- Morgan, Gareth. (1989, March). Drastic changes for management. Business Month, 67-70.
- Morgan, Gareth. (1989, April). Endangered species: New ideas. Business Month, 133(4), 75-77.
- Moses, Barbara. (1986, June-July). Career development for the employee. Human Resource, 20-21.
- Muller, David G. (1976). A model for human resources development. Personnel Journal, 55(5), 238-243.
- Munn, Robert F. (1989, November). The bottomless pit, or the academic library as viewed from the administration building. College and Research Libraries, 635-638.
- Myers, Donald W. (1980, December). HRD Controversy - A la Blake and Mouton: A concurring viewpoint. Training and Development Journal, 60-62.
- Nadler, Leonard. (1970). Developing human resources. Houston: Gulf Publishing.
- Nadler, Leonard. (1980, December). Defining the field: Is it HRD or OD or . . . ? Training and Development Journal, 66-68.
- Nadler, Leonard. (1988, August). HRD and productivity: Allied forces (human resource development). Training and Development Journal, 42, 25-29.
- Naisbitt, John. (1982). Megatrends: Ten new directions transforming our lives. New York: Warner Books.
- Napier, Ted L. and Jarret, Charles W. (1980). An analysis of rural unemployment using a human resource development perspective. Paper presented at the Rural Sociological Society meetings at Ithaca, N.Y.
- Napier, Ted L., Maurer, Richard C. and Bryant, Elizabeth. (1980a). The relevance of human resources development model for understanding unemployment status within southeast Ohio. Journal of the Community Development Society, 11(1), 59-75.

- National Center for Productivity and Quality of Working Life. (1977). Productivity and Job Security: Retraining to adapt to technological change. Washington, D.C.: The Center. (ERIC Document Reproduction Service No. (ED 16221).
- National Library News. (1989, January). 21(1).
- Naulty, Deborah. (1986, June). Excellence in library management. Paper presented at the Annual Conference of the Special Libraries, 1-7.
- Nauratil, Marcia J. (1987, December). Librarian burnout and alienation: Causes and cures. Canadian Library Journal, 385-389.
- Nelson, Robert E. and Peverly, Pauline. (1980). Annotated bibliography: Job creation and vocational education. Urbana, Ill.: University of Illinois.
- Newhard, Robert. (1991, Winter). Leadership in an age of technological change: The significance of technology for public library leadership. Library Administration and Management, 20-24.
- Newman, Charles G., Dibartolo, Amy L. and Hill, Levirn. (1991, Winter). Fostering professional growth in academic libraries: A case study for the 1990s. Library Administration and Management, 5: 41-44.
- Niehaus, Richard J. (1979). Computer-assisted human resources planning. New York: Wiley.
- Nilsen, Sissel. (1988). Staff development for service development. Scandinavian Public Library Quarterly, 21(4), 12-14.
- Nixon, George. (1973). People, evaluation and achievement. Houston: Gulf.
- Nofsinger, Mary M. and Gilles, Mary. (1989, June). A faculty retreat: Coping with challenges. College and Research Libraries News, 484-485.
- Norman, Marilyn. (1989, June). Hermeneutic theory and educational research. Journal of Educational Administration and Foundations, 4(1), 24-33.
- Nyren, Karl. (1984, January). News in review, 1983. Library Journal, 109(1), 27-41.
- Oberg, Larry R. (1990, April). The changing role of college librarians. College and Research Libraries News, 329-332.
- Odiorne, George S. (1970). Training by objectives: An economic approach to management training. New York: Macmillan.

- Odiorne, George S. (1979). MBO II: A system of managerial leadership for the 80's. Bilmont: Feason Pitman.
- Odiorne, George S. (1984). Strategic management of human resources: A portfolio approach. San Francisco: Jossey-Bass.
- Oldham, Robert. (1987, June). Workers' efforts applauded: Hamilton public library's special system for rewarding deserving employees is described. Canadian Library Journal, 143-145.
- Olsgaard, John N. (1983). The relationship of administrative style and the attitudes of academic library professionals toward use of computer-based systems. Chicago: Universotu of Illinois. (Ph.D. Dissertation).
- Olsgaard, John N. (Ed.). (1989). Principles and application of information science for library professionals. Chicago: American Library Association. Part 3: "The practice of information science in library organizations." 83-136.
- Olsgaard, John N. (1989, Spring). The physiological and managerial impact of automation on libraries. Library Trends, 371(4), 484-494.
- Ostler, Larry J. (1989, July/August). Stress analysis: A case study. College and Research Libraries News, 587-590.
- Owens, Robert G. (1981). Organizational behavior in education. 2nd ed. Englewood Cliffs, N.J.: Prentice-Hall.
- Pacquet, Pierre. (1983). Employer-employee interests in job training. Ottawa: Employment and Immigration Canada. (Task Force on Skill Development Leave Background Paper 25).
- Palmer, Donna. (1989). Staff development guidelines from literature. Regina: Saskatchewan School Trustees Association Research Centre.
- Pankhurst, Rita. (1984, February). The effects of professional stagnation on the organization. Australian College Libraries, 2(1), 13-18.
- Parker, Diane C. (1989, September). Librarians: An element of diversity within the faculty. College and Research Libraries News, 675-677.
- Parsons, Tolcote. (1950, February). The prospects of sociological theory. American Sociological Review, 15, 3-16.

- Patten Jr., Thomas H. (1988). Organization development: The evolution to "excellence" and corporate culture. 1988 Annual: Developing Human Resources, 189-200.
- Perkins, Gay Helen. (1991, Winter). Positive outcomes of behaviorally based performance measurement: A review article. Library Administration and Management, 45-48.
- Perrow, Charles. (1972). Complex organizations: A critical essay. Glenview: Scott.
- Peterson, Bob. (1976, October). The federal government's role in training. Canadian Training Methods, 18-22.
- Phenix, Katharine. (1985, Fall). Sex as a variable: A bibliography of women in libraries. Library Trends, 34(2), 169-183.
- Philadelphia to offer staff development program (urban librarian positions). (1988, February). Wilson Library Bulletin, 62:8 +.
- Phillips, Jack J. (1985). Improving supervisors' effectiveness. San Francisco: Jossey-Bass.
- Phillips, Linda L. and Lyons, William. (1990, September). Analyzing library survey data using factor analysis. College and Research Libraries, 483-489.
- Pinder, Craig C. and Bourgeois, V. Warren. (1982). Controlling tropes in administrative science. Administrative Science Quarterly, 27, 641-652.
- Pinzelik, Barbara P. (1984). Conflicting perceptions of the academic library. In Proceedings of the ACRL 3rd National Conference, Seattle, April 4-7, 1984, 333-337.
- Powell, Ronald R. (1988, July). Sources of professional knowledge for academic librarians. College and Research Libraries, 49(4), 332-340.
- Presthus, Robert. (1970). Technological change and occupational response: A study of librarians. Washington, D.C.: U.S. Office of Education, Bureau of Research.
- Prince, Bronwen and Burton, Paul F. (1988, Summer). Changing dimensions in academic library structures: The impact of information technology. British Journal of Academic Librarianship, 3:2, 67-81.
- Professional development in ARL libraries. (1982). Association of Research Libraries, Washington, D.C. (SPEC kit # 86).

- Putting the 'staff' back into staff development. (1988, January 22). Innovation Abstracts, 10(1).
- Pyatt, Sherman E., Williamson, Josephine B. and Williamson, Edgar. (1989, November). Faculty status in South Carolina. College and Research Libraries News, 927-934.
- Raitt, Jane. (1982, February). Retrain to retain: A prescription for the 1980's. Training and Development Journal, 48-49.
- Rawles, B. A. (1982). Human resources management in small libraries. Hamden, CT: Library Professional Publications.
- Raymond, Boris. (1982, December). In developing countries, librarianship's interactive role. Canadian Library Journal, 39(6), 389-395.
- Ricker, Eric W. (1980). Economic thought and educational policy making: An historical perspective. Journal of Educational Thought, 14(3), 168-186.
- Riffel, J. Anthony (1978, October). The theory problem in educational administration. Journal of Educational Administration, 16(2), 139-149.
- Riffel, J. Anthony (1986, Summer). The study of educational administration: A developmental point of view. Journal of Educational Administration, 24(2), 152-172.
- Riggs, Donald E. (1988). Leadership versus management in Technical Services. Journal of Library Administration, 9(1), 27-39.
- Rinehart, James. (1986). Improving the quality of working life through job redesign: Work humanization or work rationalization? Canad. Review. Soc. and Anth., 23(4), 507-530.
- Roback, Thomas H. (1989, Summer). Personnel research perspectives on human resource management and development. Public Personnel Management, 18(2), 138-161.
- Robson, John and Stussy, Susan A. (1989, October). Benefits received by college librarians. College and Research Libraries News, 832-836.
- Rockman, Ilene F. (1989, November). Promoting professional development: A local approach. College and Research Libraries News, 902-904.
- Rogers, Sharon. (1984, April). Wrap-up session. In Proceedings of the ACRL 3rd National Conference, Seattle, April 4-7, 1984.

- Rooks, Dana C. (1988). Implementing the automated acquisitions system: Perspectives of a personnel administrator. Library Acquisitions: Practice and Theory, v.12, 431-436.
- Rooks, Dana C. and Thompson, Linda L. (1988a). Impact of automation on technical services. Journal of Library Administration, 9(1), 121-136.
- Royal Bank of Canada. (1988, January-February). Changes in management. Royal Bank Canada Report, 69:(1).
- Ruch, Charles P. (1984). HRD: An organizing approach to faculty development. Improving College and University Teaching, 32(1), 18-22.
- Rumsey, Eric. (1990, March). The power of the new microcomputers: Challenge and opportunity. College and Research Libraries, 95-100.
- Ruthenberg, Stanley H., with Gutchess, Jocelyn. (1970). Manpower challenge of the 1970s: Institutions and social change. Baltimore: Johns Hopkins Press.
- Ryan, James J. (1988, December). Conservative science in educational administration: Knowledge, power, and truth. Journal of Educational Administration and Foundations, 3(2), 5-22.
- Saint, Avice. (1974). Learning at work: Human resources and organizational development. Chicago: Nelson-Hall.
- St. Clair, Gloriana, Treadwell, Jane and Baker, Vicki. (1988). Notable literature of the 1980's for technical services. Library Management and Technical Services, 9(1), 137-154.
- St. Clair, Gloriana. (1990, November). Editorial: Barriers to research. College and Research Libraries, 509-510.
- Sanders, Thomas R. (1986, May). The cataloger crisis: another view. American Libraries, 310.
- Sartori, Eva. (1984, April). Transborder data flow and international communications. In Proceedings of the ACRL 3rd National Conference, Seattle, April, 4-7, 1984.
- Saunders, Laverna M. (1990). Critical issues influencing Technical Services work in the 1990s. ALCTS Newsletter, 1(7), 67-68.
- Sayles, Leonard R. and Wright, Robert V.L. (1985, November). Issues and Observations. 5:1.

- Schein, Edgar H. (1973). Can one change organizations, or only people in organizations? Journal of Applied Behavioral Science, 6(9), 780-785.
- Schein, Edgar H. (1977). Increasing organizational effectiveness through better human resource planning and development. Sloan Management Review, 19(1), 1-20.
- Schein, Edgar H. (1984, Winter). Coming to a new awareness of organizational culture. Sloan Management Review, 3-16.
- Schein, Edgar H. (1986, November). Are you corporate cultured? Personnel Journal, 83-96.
- Scherer, W.T. (Bill). (1978, January). How to get management's commitment for training. Training and Development Journal, 3-8.
- Schraml, M.L. (1981, April). The psychological impact of automation on library and office workers. Special Libraries, 72(2), 149-156.
- Schubert, Clarence. (1979). People are a resource: Habitat for the poor. Mazingria 12, 21-28.
- Schuler, Randall S. and Jackson, Susan E. (1987, August). Linking competitive strategies with human resource management practices. Academy of Management Executive 1:(3), 207 - 219.
- Schuler, Randall S. (1989, February). Strategic human resource management and industrial relations. Human Relations, 42, 157-184.
- Schultz, Theodore W. (1971). Investment in human capital: The role of education and of research. New York: Free Press.
- Seeking advice. (1987, December). Canadian Library Journal, 370-371.
- Seltzer, Helen and Cooper, Steve. (1985, December). Training imperative: Managers must take the lead. MW, 44, 39.
- Sergean, R. (1977). Librarianship and information work: Job characteristics and staffing needs. British Library Board. (British Library Research and Development Reports).
- Sergiovanni, Thomas J. et al. (1975). Professional supervision for professional teachers. Washington, D.C., Association for Supervision and Curriculum Development.

- Shaughnessy, Thomas W. (1982). Technology and the structure of libraries. Libri, 32:2, 149-155.
- Shaughnessy, Thomas W. (1988). Staff development in libraries: Why it frequently doesn't take. Journal of Library Administration, 9(2), 5-12.
- Shaw, Debora. (1986, Summer). Staff opinions in library automation planning: A case study. Special Libraries, 77(3), 140-151.
- Shrock, Sharon A, Harwood, Judith A, and Coscarelli, William C. (1984, April). Merit evaluation: A proposed model. In Proceedings of the ACRL 3rd National Conference, Seattle, April 4-7, 1984, 155-162.
- Sievert, Mary Ellen and others. (1988, September). Investigating computer anxiety in an academic library. Information Technology and Libraries, 7(3), 243-252.
- Simon, Herbert A. (1964). On the concept of organizational goal. Administrative Science Quarterly, 9, 1-22.
- Simon, Herbert A. (1976). Administrative behavior: A study of decision-making processes in administrative organization. 3rd ed. London: Collier Macmillan.
- Singleton, W.T. and Spurgeon, P. (Ed.). (1975). Measurement of human resources. New York: Wiley. (Papers presented at a symposium, 1975).
- Skolnick, Michael L. (1983). The university and manpower planning: A re-examination of the issues in the light of changing economic conditions and new developments in labour market information. Canadian Journal of Higher Education, 13(3), 79-95.
- Smircich, Linda and Morgan, Gareth. (1982). Leadership: The management of meaning. Journal of Applied Behavioral Science, 18(3), 257-273.
- Smith, Eileen. (1983, September). Career key: A career library management system. Vocational Guidance Quarterly, 32(1), 52-56.
- Smith, Louis M. (1979). An evolving logic of participant observation, educational ethnography, and other case studies. In L. Shulman. (Ed.). Review of Research in Education, Chicago: Peacock Press, 316-377.
- Smith, Martin E. (1980, October). Evaluating training operations and programs. Training and Development Journal, 70-78.
- Smyth, Anna. (1984, April). How we can prevent boredom, frustration and cynicism. Library Association Record, 86(4), 171.

- Snyder, Carolyn A. and Sanders, Nancy P. (1978, July). Continuing education and staff development: Needs assessment, comprehensive program planning, and evaluation. Journal of Academic Librarianship, 4, 144-150.
- Sparrow, Paul R. and Pettigrew, Andrew M. (1988, March). Strategic human resource management in the UK computer supplier industry. Journal of Occupational Psychology, 61(1), 25-42.
- Spigai, Frances G. (1984). Private sector information utilities. In Proceedings of the ACRL 3rd National Conference, Seattle, April 4-7, 1984.
- Staff sharing. (1991, Winter). Library Editions, 3-4.
- Standards for university libraries: Evaluation of performance. (1989, September). College and Research Libraries News, 679-689.
- Steffen, Susan Swords. (1987, February). Living with and managing change: A case study of the Schaffner library. Illinois Libraries, 69:2, 126-129.
- Steffen, Susan Swords. (1987a, February). Management styles and techniques: Machines. Illinois Libraries, 69(2), 126-129.
- Stensland, Per G. (1976). The educational core of development. Adult Education, 26(2), 67-85.
- Stephen, Eric et al. (1988, January). HRD in the Fortune 500 (human resource development). Training and Development Journal, 42, 26-32.
- Stone, Elizabeth W. (1969). Factors related to the professional development of librarians. Metuchen, N.J: Scarecrow.
- Stone, Elizabeth W. (Ed.). (1971). New directions in staff development: Moving from ideas to action. Chicago: American Library Association.
- Stone, Elizabeth W. (Ed.). (1971, July). Personal development and continuing education in libraries. Library Trends.
- Stone, Elizabeth W., Patrek, Ruth and Conroy, Barbara. (1974). Continuing library and information science education: Final report to the National Commission on Libraries and Information Science. Washington, D.C.: Government Printing Office.
- Storey, Walter D. (1978, January). Which way: Manager-directed or person-centered career pathing. Training and Development Journal, 10-14.
- Stroud, Janet. (1982, February). Library media center taxonomy: Future implications. Wilson Library Bulletin, 56(6), 428-433.

Sullivan, Dennis J. (1981). Improving productivity in the work force: Implications for research and development in vocational education. Columbus, Ohio: National Center for Publications.

Systems for the promotion in rank of professional librarians applicable to Canadian academic libraries. (1976, December). Report of the Joint Committee on Promotion. Winnipeg: University of Manitoba.

Taft, Michael. (1988, July). Automation and human resource management. Library Journal, 44-46.

Tague, Jean and Harris, Roma. (1988, August). Evolutionaries and revolutionaries: Careers of Canadian library directors. Canadian Library Journal, 45(4), 236-243.

Tenopir, Carol. (1984, May). In-house training and staff development. Library Journal, 109(8), 870-871.

Thurow, Lester C. (1970). Investment in human capital. Belmont: Wadsworth Publishing.

Tiefel, Virginia. (1989, June). Output or performance measures: The making of a manual. College and Research Libraries News, 475-478.

Tinbergen, Jan. (1975). Income distribution: Analysis and policies. New York: Elsevier.

Tinbergen, Jan. (1985). Production, income and welfare: The search for an optimal social order. Lincoln: University of Nebraska Press.

Townley, Charles and Hollinger, James. (1981, July). Library continuing education in South Central Pennsylvania: The SPACE council needs assessment. (ED 207607).

Trask, Margaret. (1981, September to 1982, June). Staff development in libraries. Report on a Study Project, Lindfield, N.S.W., Australia.

Trask, Margaret. (1983). Staff development in libraries: Report on a study project, September, 1981 to June, 1982. Lindfield, N.S.W, Australia: Kuring-gai College of Advanced Education, 1-162.

Trask, Margaret. (1983, February). Professional practice: Whose responsibility? Australian Library Journal, 32(1), 5-14.

- Turner, Barny A. (1981). Some practical aspects of qualitative data analysis: One way of organizing the cognitive processes associated with the generation of grounded theory. Quality and Quantity, 15, 225-247.
- Turner, Carol and Krasner, Joan. (1984). Managing in a university milieu. In Proceedings of the ACRL 3rd National Conference, Seattle, April 4-7, 1984, 338-342.
- UNESCO. (1968). Manpower aspects of educational planning: Problems for the future. Paris: International Institute for Educational Planning. (Proceedings of a symposium in 1966).
- University Associates. (1989). A causal model of organizational performance. LIA Annual.
- Varlejs, Jana. (1987, January). Cost models for staff development in academic libraries. Journal of Academic Librarianship, 12(6), 359-364.
- Veaner, Allen B. (1984, April). Librarians: The next generation. Library Journal, 623-625.
- Wainwright, Eric. (1983, August). Staff development and academic library management. Australian College Libraries, 1(2), 74-78.
- Wakeley, Patricia J. (1988, October). The marketing audit: A new perspective on library services and products. Bulletin: Medical Library Association, 76(4), 323-327.
- Walker, James S. (1980). Human resource planning. New York: McGraw-Hill.
- Walker, James W. (1986, December). Moving closer to the top: Meeting top management's expectations for human resources. Personnel Administrator, 31:(12), 52-57, 117.
- Waters, David H. (1986, July/August). Assessing the impact of new technology on library employees. LASIE, 17, 20-26.
- Watkins, J. Foster and Craft, Anne Hale. (1988). Library media specialists in a staff development role. School Library Media Quarterly, 110-114.
- Watson, William. (1969, October). Professional status and professional responsibilities. (Paper presented at the Ontario Association of College and University Libraries Seminar, October 25, 1969).
- Weaver-Meyers, Pat. (1990, May). ARL libraries and staff development: A suggested model for success. College and Research Libraries, 251-265.

- Webb, Gisela M. (1988). Educating librarians and support staff for technical services. Journal of Library Administration, 9(1), 111-120.
- Webb, Gisela. (1988a, February). Personnel officers: Judging their qualifications. Wilson Library Bulletin, 62(6), 44-46.
- Weber, David C. (1974, July). The dynamics of the library environment for professional staff growth. College and Research Libraries. 35: 259-267.
- Webser, Duane. (1991, May 8). Challenges facing research libraries today. ARL 156, 1-2.
- Welch, Finis. (1975). Human capital theory: Education, discrimination, and life cycles. American Economic Association, 65(2), 63-73. (Human capital approach: An appraisal).
- Welch, John F. (1989, September - October). Speed, simplicity, self-confidence: An interview with Jack Welch. Harvard Business Review, 112-120.
- Wesley, Robert M. et al. (1977). A human resource inventory and information system for selected Illinois community colleges and Upper-Division universities: A feasibility study. (ED 143386).
- Westley, William A. and Westley, Margaret W. (1971). The emerging worker: Equality and conflict in the mass consumption society. Montreal: McGill-Queen's University Press.
- White, Herbert. (1983, September). Defining basic competencies. American Libraries, 519-525.
- White, Herbert. (1987, December). How to cope with an incompetent supervisor. Canadian Library Journal, 381-384.
- White, Herbert S. (1989, August). White Papers: Librarians and marketing. Library Journal, 78-79.
- Whitlatch, Jo Bell, Bakke, Celia and Reynolds, Judy. (Eds.). (1982). Management and staff development. Chicago, ALA. (CARL Workshop Proceedings).
- Wilding, Thomas. (1984). Staff training for automation in ARL libraries. Washington, D.C.: Association of Research Libraries, Office of Management Studies.
- Wilding, Thomas and Fagin, Roberta. (1989, February). Enhancing staff development through search committee participation. College and Research Libraries News, 130-133.

- Wilding, Thomas L. (1989a, November). Career and staff development: A convergence. College and Research Libraries News, 899-904.
- Wilkinson, John. (1986, March). Careers in librarianship: A three-dimensional analysis. MLA Bulletin, 10-18.
- Williams, J. Earl. (1972). Guidelines for the development of manpower educational services in the university. Springfield, Va.: National Technical Information Service.
- Williams, Sandra and Wedig, Eric. (1984, Winter). Improving government information and documents reference skills through a staff development program, RQ, 24(2), 143-145.
- Willower, Donald J. (1980, Fall). Contemporary issues in theory in educational administration. Educational Administration Quarterly, 16(3), 1-25.
- Wong, Herbert Y. and Sandars, Jimmy M. (1982). Gender differences in the attainment of doctorates. Rev. ed. Santa Barbara: California University.
- Wood, W.D. and Campbell H. F. (1970). Cost-benefit analysis and the economics of investment in human resources: An annotated bibliography. Kingston, Ont.: Industrial Relations Central, Queens University.
- Woodard, Beth S. and Golden, Gary A. (1985, December). The effect of the online catalogue on reference: Uses, services and personnel. Information Technology and Libraries. 4:3 338-345.
- Worthington, Robert M. (1974). Career education in the United States today: What it is, where, and the results so far. (ED 099693).
- Wurzburger, Marilyn. (1990, April). Peer review committees for personnel action. College and Research Libraries News, 305-306.
- Yin, Robert K. (1984). Case study research: Design and methods. Beverly Hills, California: Sage.
- Zaleznik, Abraham. (1977, May/June). Managers and leaders: Are they different? Harvard Business Review, 67-79.
- Zenger, Jack. (1980, December). The painful turnabout in training. Training and Development Journal, 36-49.

Appendix A

Staff Benefits Extended to Academic Librarians in Manitoba Per Contractual Agreement		Research Library	Undergraduate Libraries #1 #2 #3			Community College Lib. #1 #2 #3		
Staff Benefits as per collective Agreement and Library administration								
A. Personal Benefits:								
Pension plan/retirement plan		✓	✓	✓		✓	✓	✓
Dependent life insurance plan		✓	✓	✓		✓	✓	✓
Accidental death/dismemberment compensation plan		✓				✓	✓	✓
Paid-up life insurance plan		✓						
Long-term disability income plan		✓	✓	✓		✓	✓	✓
Supplementary health plan		✓						
Dental plan		✓		✓		✓	✓	✓
Early retirement incentives		✓		✓				
Maternity leave		✓	✓	✓		✓	✓	✓
Paternity leave		✓	✓			✓	✓	✓
Adoption leave		✓	✓					
B. Financial Reimbursement:								
Tuition fees		✓	✓	✓	✓	✓	✓	✓
Tuition fees for family members		✓	✓	55%				
Travel funds for conferences, etc.		✓	✓	✓	✓	✓		
Professional association membership		✓	✓	✓	✓	✓		
Professional development material costs		✓	✓	✓	✓	✓	✓	✓
Deferred salary leave plan						✓	✓	✓
C. Time Release:								
Reduced appointment		✓	✓					
Research/Study leave - Short -term		✓	✓					
- Medium-term		✓	✓	✓				
- Long-term		✓	✓	✓	✓			
Time allotment to attend conferences		✓	✓	✓	✓			
Time allotment for research projects		✓	✓	✓		✓		
D. Recognition:								
Performance appraisal		✓	✓	✓		✓	✓	✓
Merit award		✓	✓					
Merit pay		✓	✓			✓		✓

Appendix B

Respondents' Suggestions for Motivation

The Research Library

"Show them how their work is important to library users; encourage them to care about the quality of their work as well as the quantity; explain the difference between librarians' work and library assistants' (if there is any!)."

"Attention to personal needs of non-motivated librarian - counselling for self-motivation."

"Attempt to get the person interested in some aspect of the job and then get them to improve in that aspect. Last resort - lack of promotion and salary raises."

"Peer pressure works best. Talk to them, find out why they aren't motivated, explain to them that being called an "academic" librarian carries the responsibility that they can't behave like clerks by working 9-5 and not doing anything else. Have a yearly official talk discussing what they have done re. (a) work (b) activities in committees inside and outside library (c) publication (d) research, etc. If they are still not motivated, start documenting their activities. Use progressive discipline, and if need be look at terminating them."

"The carrot is fully available here; the stick is not. We need more ability with those who can't or won't change: (1) to identify them "objectively" (2) to force action for improvement."

"Motivation has to be internal. Doing well and achieving has to be one of the individual's needs. Employer must give professional autonomy. Employer must try to find tasks to challenge employee and should distribute tasks to take advantage of special abilities and interests of individual librarians. We do not have any non-motivated librarians in my area/library. Some put more energy into their work but there are no problem performers, presumably because aspects of the job have intrinsic rewards. We do recognize that not all librarians are equally good at the tasks performed in the area."

"Make him/her feel useful; involve him/her in decision-making; inform him/her of decisions he was not involved in so he can feel integrated."

"Distribute HRDP information directly to all librarians, do not distribute through library hierarchy. Provide more flexible research/study leaves."

"Encouragement of their potentials, skills, strengths."

"If possible, give a special project with a clear termination date on which the librarian works on his own. However, I believe at least half the responsibility for motivation rests with the librarian."

"Provide environment where initiative and creativity are encouraged, recognized. Provide staff development opportunities."

"Some positive feedback about our daily work."

"Co-operative approach to management of project planning."

"This is a very difficult question since a person can lack motivation for various reasons. He or she may be distressed, distracted, hurt, ill or burned out. No one answer applies to all. The best answers are personal, spiritual and character changing/building. But as to what the work place could offer, some suggestions are as follows: 1. Give authority where lies the responsibility. Let unit heads make more decisions. Delegation of authority; 2. Better recognition of outstanding performance through merit pay, honour system, etc. 3. Better training. 4. Better conditions governing leaves. Better preparation for same. 5. Recognition that an academic librarian is an academic and often an independent scholar."

"Try to match talents and jobs. Provide clear objectives and positive feedback."

"More time/money could be made available."

"The supervisor/senior manager should create a healthier atmosphere by treating the librarians fairly and equally, professionally (i.e. not as slave to master or as an inferior commodity), by showing respect and confidence in his/her abilities (both actual and potential) and by offering encouragement and opportunities for him/her to develop, create and flower, professionally (rather than being negatively critical, psychologically abusive, excessively authoritarian, threatening, etc). Also, the atmosphere in the library should be one of professional teamwork, and comradeship (not one of competitiveness and 'one-upmanship') and the opportunities for professional development should be open to all (not selected through favouritism)."

"Assist him/her to see where his/hers needs/responsibilities match those of the library's and encourage and allow him/her to meet those needs and carry out the responsibilities while being and feeling part of the team."

"There should be a certain (small) percentage of the library budget set aside for regular on-going training."

"There should be a human resources development officer or coordinator who would also be available for individual career counselling for librarians."

"There should be more recognition and use made of librarians' specialized subject backgrounds. Subject expertise could be used more efficiently."

"Many positions exclude managerial aspects, shifting career possibilities, which could be changed by opting for term headships."

"There needs to be regular management reinforcement by means of presentations, etc. to keep leaders motivated."

"Performance appraisal should be bi-lateral, i.e. librarians should have input in the performance appraisal of the librarian who evaluates them."

"How to give performance appraisals essential."

"Equal treatment to that given to faculty, especially for 100% paid research leaves and encouragement to do quality research even on the job. . . . possibilities of short term leaves are of most importance."

"I think staff need to know they are part of a library system - and they need to know the role they play within that system."

"The "good" professionals in some areas are so overworked that they cannot initiate or carry-out important changes. Proper staffing levels would certainly help."

"It is important to have access to library journals and books. I think there should be a directed approach to acquiring such materials. I also think the cost of these materials should be an administration/personal budget line and not paid of the library's regular acquisitions budget."

"Better in-house training for management. Hiring the right person is essential and training is needed there."

"A clear statement of our goals and of our mission, for example, are we really a research library." Goals and objectives setting."

"A much better sense of harmony and unity and esprit de corps among the professional library staff. Not so much internal bickering and suspicion."

"Less friction between management and union."

Undergraduate Libraries

"No easy answer. People are motivated or not motivated for very complicated reasons. Many staff seek some degree of prestige or esteem vis-a-vis their colleagues (supervisory powers, powers to make important decisions, recognition that they have important skills or abilities or that their area functions very well, recognition that what they do is important to the functioning of the library as a whole). Where there is a significant mis-match between people's (not necessarily realistic) aspirations and their duties and responsibilities, you may have a non-motivated person. Some people have much greater personal drive, energy, etc. than others."

"Make them feel their contribution is important."

"Offer more autonomy, recognition, responsibility to librarians by having them work with readily recognizable units of work."

"The existing collective agreement closely prescribes disciplinary actions (negative motivation). Probably the best way would be to provide him/her with new challenges and support."

"Communication, cooperation and honesty."

"Try to pretend we are a much longer institution with different levels of people to do different jobs - clerical, professional, etc."

"So far we have none."

"To set precise goals and objectives with monthly performance services in consultation with non-motivated librarian."

"Recognition of a job well done. Credit where credit is due."

"Subject expertise (staff); better understanding of library systems on part of staff."

"Improved relations with senior administration (i.e. Dean of Science and Dean of Arts and especially Vice President (Academic and Research) to whom the Library Director reports)."

"There are only 3 professionals in our library; it seems unrealistic to become too highly specialized when we basically just do what has to be done, keeping abreast of whether new technologies, skills are available to improve our services."

Community College Libraries

"More responsibility in setting goals and objectives."

"One to one discussion between person and supervisor to determine reason for lack of interest. Provide person with more chances for impact, and if possible, more responsibility."

"Positive modelling on the part of the head librarian can be an effective way to motivate a non-motivated librarian. Making them aware of the benefits that are available in the profession might arouse interest in doing a good job."

"It depends on the reason for lack of motivation: Is the person not challenged enough, is the salary inadequate, is the problem non-work related, etc."

"That depends on reason for lack of motivation - Is it due to burnout, stress, laziness, incompetence?"

"Ditch the union, become self governing, introduce merit pay and spread \$ for further development."

"I would like to see the inclusion of the library and library staff in the top management strategic planning. Management planning should also focus on library staff, productivity, staff morale and library service in addition to the usual focus on reduction of budget and restriction of expenditures."

Letter Requesting Permission for Personal Interviews and Questionnaire Survey

To:

[Chief Librarian
Academic Library
_____, Manitoba]

From:

Ganga B. Dakshinamurti
934 Crestview Park Drive
Winnipeg, Man., R2Y 0V7

[Date]

Dear _____:

This is a follow-up of my telephone conversation I had with you on _____. As I mentioned over the phone, apart from my work at the University of Manitoba as the Coordinator of Technical Services, I am a candidate in the Ph.D program in the Dept. of Educational Administration, Faculty of Education, University of Manitoba. My research interest is in human resources development in educational institutions, especially in Canadian academic libraries. For my thesis, I would like to investigate the construction of a comprehensive model of human resources development that aims to be responsive to the developmental needs of the academic libraries as well as of the individual librarians concerned. Attached is a summary of the objectives of my study and the research questions that I would like to investigate.

The research design calls for both qualitative and quantitative analyses of needs assessments based on data to be gathered through interviews and surveys involving academic libraries. For my case studies, I would like to use the academic libraries in Manitoba. Hence I am requesting an interview with you, and also your permission to approach the librarians in _____.

My case study approach would involve the following, with a maximum of about one to two hours for each interview:

1. Personal interview of the Chief Librarian of the academic library (Permission is requested for taping the interview.
 - 1a. An optional addition would be a personal interview with any other senior administrator(s) designated by the Chief Librarian.
2. Survey of all academic librarians in the library through a questionnaire. (As no personal data will be sought, complete confidentiality will be maintained and guaranteed).

Letter Requesting Permission for Personal Interviews and Questionnaire Survey

If you give me permission to proceed, I will then be requesting relevant documents to give me some historical data on staff development in your library.

I would like to conduct the personal interview(s) of yourself and any other senior administrators you designate in the month of _____. As well, I would like to send the questionnaire to librarians in the month of _____.

I would deeply appreciate it if you could please let me know by _____, if I may consider your library for my case study. I can be reached at my office at the University of Manitoba (ph.#: 474-8927) or at my home address (ph.#: 837-3757).

Thanking you for your consideration and prompt attention to this matter.

Ganga B. Dakshinamurti

Questionnaire for
Personal Interview of Senior Management
on
Human Resources Development of Academic Librarians

I. To be obtained first through documentary analysis if possible, and later corroborated with the administrator:

A. Library Profile:

1. Size of library:

- a) Annual budget _____
- b) Collection strength _____
 - monograph _____
 - serials _____
 - others _____

2. Personnel in library:

- a) Number of librarians, full time equivalent _____
(including administrators)
- b) Number of support staff, full time equivalent _____
- c) Personnel in SD/HRD area _____

3. Incentives and opportunities offered formally by the university/college concerned:

- | | |
|---|---------------|
| ___ Pension | Others: _____ |
| ___ Research/Study Leave | _____ |
| ___ Medical/Dental care | _____ |
| ___ Educational support | _____ |
| ___ Merit pay | _____ |
| ___ Merit award | _____ |
| ___ Professional development allowances | _____ |

4. Does the library have a written staff development policy? Is the policy distributed to all staff members? Does the policy apply to both professional and support staff?

B. Status of Human Resources Development (HRD):

- 1. Historical background of the organization, especially regarding human resources development.
- 2. Objectives of the organization, particularly with regard to human resources development.
- 3. How are the HRD activities made known to staff members?
- 4. Is there an on-going evaluation of HRD in the library?

II. The administrator will be requested to complete the questionnaire in order provide an administrative perspective on the HRD issues raised.

III. Questions for personal interview of the administrator:

1. What are your views about human resources development? What returns do you expect?

a) Professional needs

- ☐ professional or technical training/retraining
- ☐ managerial training
- ☐ technological update
- ☐ seminars conferences/workshops
- ☐ membership in professional associations
- ☐ other(s)

b) Personal needs

- ☐ managerial relationship
- ☐ personal enhancement
- ☐ pension and other financial plans
- ☐ other(s)

c) Psychological needs

- ☐ recognition, formal and informal
- ☐ job satisfaction/motivational level
- ☐ merit increment
- ☐ other(s)

2. Costs of human resources development.

- ☐ Does the library have funds specifically set aside for HRD?
- ☐ % of HRD budget out of total operating budget.

3. In what ways have the federal and provincial governments/university, college have helped/hindered the progress of the library with regard to human resources development activities?

4. Future plans for human resources development

- ☐ Major expansion or change in HRD. _____

5. How useful would it be for a manager/supervisor in your library to have access to a centralized human resources inventory and information system that would list individual training assets and career needs?

☐ *essential* ☐ *useful* ☐ *not needed* ☐ *don't know*

Reason for your choice _____

6. How useful would it be for a manager/supervisor in your library to have a human resources development model, outlining a step-by-step approach to the process by giving a structure to the human resources development program?

Needs Assessment:
Human Resources Development of Academic Librarians

June 24, 1991

Dear Colleague:

I am currently completing the requirements for Ph. D in educational administration at the University of Manitoba. My thesis topic is on human resources development for academic librarians in Manitoba. With the consent of the directors of the libraries concerned, I am using the university and college libraries in Manitoba as case-studies for my research. The design calls for a survey of academic librarians in Manitoba on their opinions and concerns about human resource developmental activities in their libraries. The questionnaire is enclosed, along with a stamped self-addressed envelope. Please complete the survey and mail it to me by Monday, July 22, 1991. Confidentiality for individual respondents is totally assured, as no identifying data is requested in the questionnaire, and the questionnaires themselves are not numbered. An executive summary of the results of the survey will be sent to all academic librarians in your institution in Fall 1991.

On the back of this page is a glossary of some of the terms used in the survey. If any part of the questionnaire is not clear, please call me for clarification. I thank you very much for your participation and support in returning the questionnaire promptly.

Ganga Dakshinamurti
934 Crestview Park Dr.
Winnipeg, Manitoba
R2Y 0V7
Ph: 474 - 8927 (office)
837 - 3757 (home)

Glossary

Human resources development (HRD) in an organization calls for various activities that are designed to further the accountability and productivity of the organization, and which are conducted within a specific time in order to produce desired changes. These activities incorporate **training** to improve performance on the present job; **education** to prepare individuals for future, identifiable jobs within the organization; and **development** which helps individuals grow and meet as yet unspecified goals within the organization. In this context, **needs** are any skills/knowledge/attitudes that would help to further the stated objective(s), and **needs assessment** is a process of determining the difference between skills, knowledge and attitudes that exist, and those yet needed or desired.

Academic librarian:	Professional librarian, with a degree in Library/Information Science, and working in a post-secondary institution as a librarian.
Skill:	Ability to perform competently.
Knowledge:	Awareness, understanding of, or expertise in a particular subject area.
Attitude:	A mental position with regard to a fact or a state.
Career development:	Sub-element of a human resource management system. Focuses on the development of individual employees and the match between specific institutional career opportunities and individual career interests and needs.
Barriers:	Negative attitude, lack of resources (money, expertise, equipment, etc.) or lack of time, etc. that inhibit HRD implementation.
Career management:	Includes those activities, processes, and systems which result in the organization's ability to describe the career characteristics of its employees, and to plan and predict the career capabilities required in its future.
Team building:	Setting up an atmosphere and process so that a collaborative group problem-solving approach is used for diagnosis, problem-solving, and action that contribute to achieving the tasks/objectives of the group.

Human Resources Development Needs Assessment Questionnaire

1. Are the following developmental incentives, activities or opportunities offered in your library? Please circle appropriate number below.

[1 = offered and satisfactory; 2 = offered but unsatisfactory; 3 = not offered but desired; 4 = not offered not desired]

Human Resources Developmental Incentives/Activities/Opportunities	1	2	3	4
--	---	---	---	---

A. Staff recognition:

- | | | | | | |
|----|---|--------|--------|--------|---|
| 6 | a) Performance appraisal _____ | 1----- | 2----- | 3----- | 4 |
| 7 | b) Merit pay _____ | 1----- | 2----- | 3----- | 4 |
| 8 | c) Merit award _____ | 1----- | 2----- | 3----- | 4 |
| 9 | d) Letter of commendation _____ | 1----- | 2----- | 3----- | 4 |
| 10 | e) Attitudinal support from immediate supervisor _____ | 1----- | 2----- | 3----- | 4 |
| 11 | f) Attitudinal support from library senior management _____ | 1----- | 2----- | 3----- | 4 |

B. Reimbursement for:

- | | | | | | |
|----|--|--------|--------|--------|---|
| 12 | a) Travel to conferences, etc. _____ | 1----- | 2----- | 3----- | 4 |
| 13 | b) Tuition fees _____ | 1----- | 2----- | 3----- | 4 |
| 14 | c) Association membership(s) _____ | 1----- | 2----- | 3----- | 4 |
| 15 | d) Purchasing professional development materials _____ | 1----- | 2----- | 3----- | 4 |
| 16 | e) Computer searches _____ | 1----- | 2----- | 3----- | 4 |
| 17 | f) Photocopying for study/research purposes _____ | 1----- | 2----- | 3----- | 4 |
| 18 | g) Audio-visual preparation _____ | 1----- | 2----- | 3----- | 4 |

C. Research/Study leave:

- | | | | | | |
|----|---|--------|--------|--------|---|
| 19 | a) Short term (3 months) _____ | 1----- | 2----- | 3----- | 4 |
| 20 | b) Medium term (3 -6 months) _____ | 1----- | 2----- | 3----- | 4 |
| 21 | c) Long term (1 year) _____ | 1----- | 2----- | 3----- | 4 |
| 22 | d) Time allotment for research projects _____ | 1----- | 2----- | 3----- | 4 |
| 23 | e) Time allotment for conferences, etc. _____ | 1----- | 2----- | 3----- | 4 |

1. [1 = offered and satisfactory; 2 = offered but unsatisfactory; 3 = not offered but desired; 4 = not offered not desired]

Human Resources Developmental

Incentives/Activities /Opportunities

1 2 3 4

D. Job enhancement:

- | | | | | | |
|----|--|--------|--------|--------|---|
| 24 | a) Job exchange _____ | 1----- | 2----- | 3----- | 4 |
| 25 | b) Job sharing _____ | 1----- | 2----- | 3----- | 4 |
| 26 | c) Internal job rotation _____ | 1----- | 2----- | 3----- | 4 |
| 27 | d) Rotation of supervisory/managerial position _____ | 1----- | 2----- | 3----- | 4 |
| 28 | e) Traditional coaching (supervisor to employee) _____ | 1----- | 2----- | 3----- | 4 |
| 29 | f) Peer coaching _____ | 1----- | 2----- | 3----- | 4 |

E. Job training:

- | | | | | | |
|----|--------------------------------|--------|--------|--------|---|
| 30 | a) Orientation _____ | 1----- | 2----- | 3----- | 4 |
| 31 | b) Initial training _____ | 1----- | 2----- | 3----- | 4 |
| 32 | c) On-going training _____ | 1----- | 2----- | 3----- | 4 |
| 33 | d) In-service activities _____ | 1----- | 2----- | 3----- | 4 |

F. Developmental opportunities

- | | | | | | |
|----|---|--------|--------|--------|---|
| 34 | a) Short term workshops _____ | 1----- | 2----- | 3----- | 4 |
| 35 | b) Long term courses (e.g. degree programs) _____ | 1----- | 2----- | 3----- | 4 |
| 36 | c) Career development _____ | 1----- | 2----- | 3----- | 4 |

G. Others: Please specify.

- | | | | | | |
|----|----------|--------|--------|--------|---|
| 37 | a) _____ | 1----- | 2----- | 3----- | 4 |
| 38 | b) _____ | 1----- | 2----- | 3----- | 4 |
| 39 | c) _____ | 1----- | 2----- | 3----- | 4 |
| 40 | d) _____ | 1----- | 2----- | 3----- | 4 |

2. In your opinion, which of the following changes would require human resources development (HRD) in your library? Please circle appropriate number below.

[1 = need most HRD; 2 = need some HRD; 3 = need little HRD; 4 = need no HRD; n/a = no such change/not applicable]

Internal and external changes faced by your library		1	2	3	4	n/a
41	a) Change(s) in library buildings _____	1-----	2-----	3-----	4-----	n/a
42	b) Changing workforce in library (e.g. change in age, gender etc.) _____	1-----	2-----	3-----	4-----	n/a
43	c) Leadership change in library _____	1-----	2-----	3-----	4-----	n/a
44	d) Changes in library organization structure _____	1-----	2-----	3-----	4-----	n/a
45	e) Change in your reporting structure _____	1-----	2-----	3-----	4-----	n/a
46	f) Changes in library user profile _____	1-----	2-----	3-----	4-----	n/a
47	g) Changes in library services provided _____	1-----	2-----	3-----	4-----	n/a
48	h) Changes in interaction between library units _____	1-----	2-----	3-----	4-----	n/a
49	i) Changes in interaction with other depts. in univ./college _____	1-----	2-----	3-----	4-----	n/a
50	j) Library automation _____	1-----	2-----	3-----	4-----	n/a
51	k) Significant budget cut _____	1-----	2-----	3-----	4-----	n/a
52	l) Significant budget increase/library expansion _____	1-----	2-----	3-----	4-----	n/a
53	m) Changes in your union's influence _____	1-----	2-----	3-----	4-----	n/a
54	n) Changing faculty (e.g. age, gender, program, etc.) _____	1-----	2-----	3-----	4-----	n/a
55	o) Changing student population (e.g. age, gender, program, etc.) _____	1-----	2-----	3-----	4-----	n/a
56	p) Leadership change in university/college _____	1-----	2-----	3-----	4-----	n/a
57	q) Change(s) in univ./college organizational structure _____	1-----	2-----	3-----	4-----	n/a
58	r) Change(s) in interaction with other libraries (e.g. resource sharing, inter- library loan, etc.) _____	1-----	2-----	3-----	4-----	n/a
	s) Other(s), Please specify:					
59	a) _____	1-----	2-----	3-----	4-----	n/a
61-65	b) _____	1-----	2-----	3-----	4-----	n/a
	c) _____	1-----	2-----	3-----	4-----	n/a

[Please use additional paper if necessary]

3. From the changes listed in question #2, please specify up to five (5) most significant changes occurring in your library, in order of importance to you.

- 66 1. _____
67 2. _____
68 3. _____
69 4. _____
70 5. _____

4. How would you rate your ability to serve your library clientele, given the changes currently occurring in libraries?

- | | <i>most equipped</i> | | | <i>least equipped</i> | |
|----|----------------------|---|---|-----------------------|---|
| 71 | 1 | 2 | 3 | 4 | 5 |

Reason for your choice:

5. What new/additional/different skills, knowledge or attitudes are still required for librarians in your library to handle the above changes? Please specify below up to five (5) critically needed skills/knowledge/attitudes.

- Skills/Knowledge/Attitudes*
- 72 _____
73 _____
74 _____
75 _____
76 _____

[Please use additional paper if necessary]

6. Who initiates staff development activities in your library? Please rank in order of frequency, with 1 being 'most frequent'. Rank

- 77 a) Librarian _____
- 78 b) Section supervisor _____
- 79 c) Library administration _____
- 80 d) Work group/committee _____
- 81 e) Combination of the above _____
- 82-83 f) Other(s). Please specify: _____

7. How is the need for developmental activities determined? Please rank in order of frequency, with 1 being 'most frequent'. Rank

- 84 a) Through regular performance appraisal _____
- 85 b) Staff development committee _____
- 86 c) Librarians' council or group _____
- 87 d) Perceived need by individual librarians through day to day experiences. _____
- 88 e) Perceived need by supervisor/manager through observations of day-to-day work. _____
- 89 f) Perceived need by senior management through observations of day-to-day work. _____
- 90-91 g) Other(s). Please specify: _____

8. In your opinion, how effective are these developmental activities or opportunities in satisfying your needs, the needs of your library, and the needs of your university/college?

		most satisfactory			least satisfactory	
		1	2	3	4	5
92	(a) Effective in satisfying your personal needs?					
	Reason for satisfaction level:					
93	(b) Effective in satisfying the needs of your library?					
	Reason for satisfaction level:					
94	(c) Effective in satisfying the needs of your univ./college?					
	Reason for satisfaction level:					

9. Please list below the significant types of:

- (i) developmental activities/incentives that you believe your library needs;
- (ii) barrier(s), if any, that exist now which may prevent implementation of the needed activities; and
- (iii) possible solutions for overcoming the barriers.

	<i>Specific developmental activities needed (e.g. computer training; other specific courses)</i>	<i>Barrier preventing implementation (e.g. lack of time, lack of funding)</i>	<i>Possible solutions</i>
95-97	_____	_____	_____
98-100	_____	_____	_____
101-103	_____	_____	_____
103-105	_____	_____	_____
	_____	_____	_____

[Please use additional paper if necessary]

10. Please indicate below what you consider to be your library's prevailing administrative strategy.

- 106 ☐ Innovation strategy that allows employees to experiment and work creatively
- 107 ☐ Cost-reduction strategy that attempts to increase employee productivity
- 108 ☐ Quality improvement strategy requiring employees to be more committed and involved in the quality of work produced
- 109 ☐ Other(s). Please specify: _____
- 110 ☐ Don't know

11. In your opinion, what overall administrative approach would be most productive in achieving significant human resources development in your library?

111 _____

15. Please comment on any other aspects of human resources development in your library that are of importance to you.

121-125

16. For strictly statistical correlation purposes, please choose the term under each category that best describes your current situation in your library. Please circle appropriate answer below.

- | | | | | |
|---|--|----------------------------|---|---|
| 3 | (a) number of professional staff you work with in your unit on a daily basis | <i>small</i>
(1 to 3) | <i>medium</i>
(3 to 6) | <i>large</i>
(over 6) |
| 4 | (b) the subject discipline you are mostly associated with | <i>sciences</i> | <i>humanities</i>
& arts | <i>social</i>
sciences |
| 5 | (c) supervisory responsibilities | <i>no super-</i>
vision | <i>supervision</i>
of support
staff | <i>supervision</i>
of support
& professio-
nal staff |

Thank you for completing the questionnaire promptly.
Please use the self-addressed, stamped envelope for mailing.