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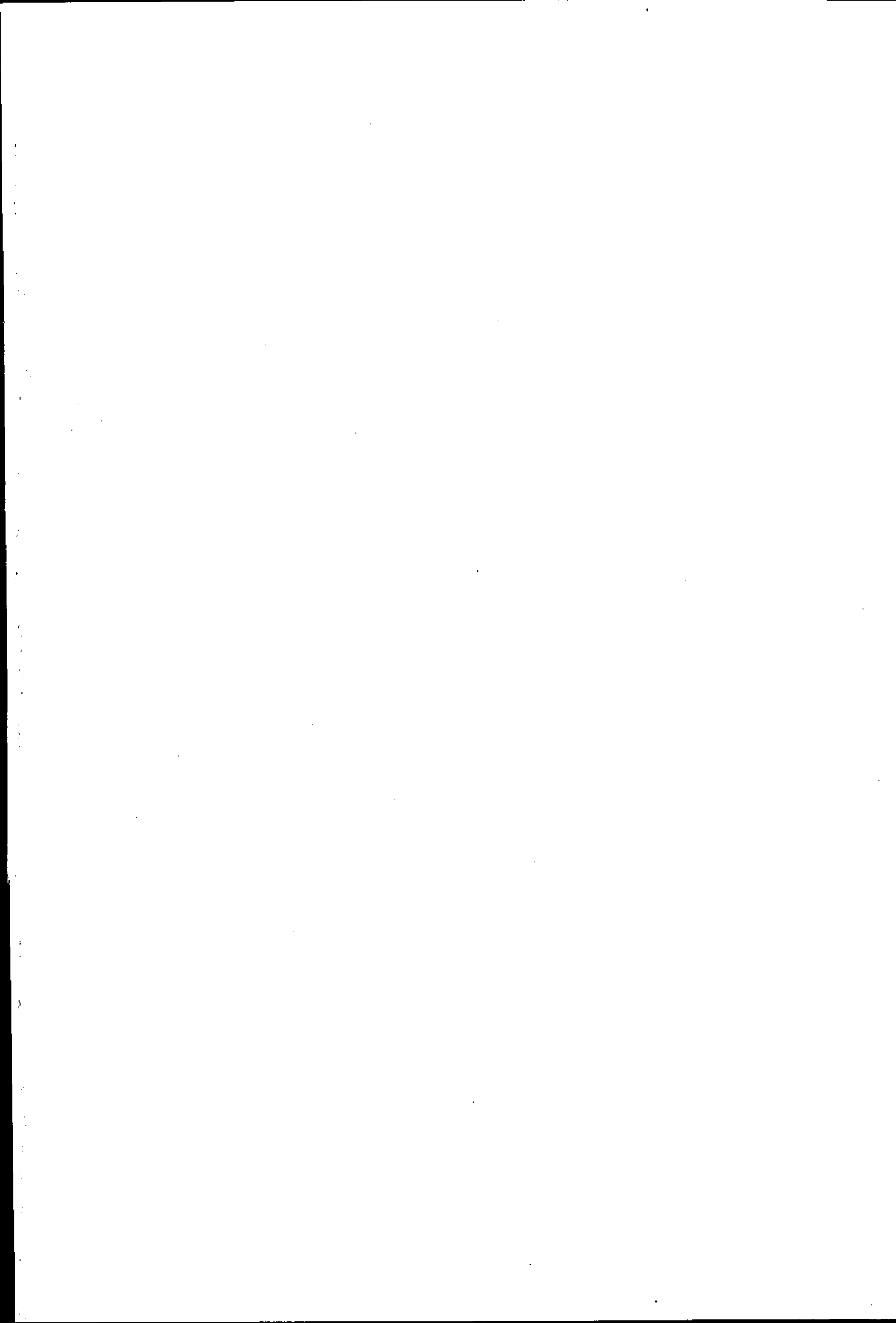
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**STAFF DEVELOPMENT AND TRAINING IN ACADEMIC  
LIBRARIES:  
CASE STUDIES IN THE UK**

by

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**A Master's Dissertation, submitted in partial  
fulfilment of the requirements for the award of the  
Master of Arts degree of the  
Loughborough University of Technology**

**September 1993**

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## DEDICATION

I DEDICATE THIS WORK TO MY MOTHER IN  
APPRECIATION OF HER CONSTANT LOVE,  
ENCOURAGEMENT AND SUPPORT IN ALL MY  
ACADEMIC ENDEAVOURS.

## **ACKNOWLEDGEMENTS**

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The library staff who took the interviews

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Finally I wish to acknowlege my appreciation to my mother for enduring my absence and for taking care of my interests at home so that I could work in peace.

## ABSTRACT

This dissertation is based on a literature review and three case studies of staff development and training in academic libraries in the United Kingdom. The study is not a comparative one but aims at establishing the approaches to staff development and training in academic libraries of different sizes and stages of growth. It considers the significance and reasons why staff development and training is a necessity in academic libraries. It also shows how every level of library staff needs training as it does not only include job training, but also development and attitude training. The study also identifies the staff who needs it, the different stages of staff development and training and discusses appropriate and cost effective methods used in these three libraries. It looks at and examines the positive features that contribute to the successful implementation and practice of a staff development and training programme in an academic library, the main and potential problem areas of staff development and training and reveals how these libraries overcome them.

The study concludes with recommendations for the improvement and advancement of staff development and training in academic libraries in South Africa which it is hoped will be considered for implementation as appropriate.

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## **CHAPTER ONE**

### **AIMS AND OBJECTIVES**

#### **1.1 AIMS AND OBJECTIVES**

The aims and objectives of this study are:

- to identify the reasons for training staff, even after library education
- to determine the degree of staff development and training in academic libraries in Britain to see if and how it contributes to staff performance in their jobs
- to identify and establish conditions conducive to staff development and training in academic libraries
- to assess appropriate methods of staff development and training
- to identify the problem areas of staff development and training
- to make recommendations to improve and advance staff development and training in academic libraries for future reference for implementation in South Africa.

#### **1.2 SCOPE**

This study is based on a review of the literature on staff development and training primarily in the United Kingdom (UK) and three case studies in British academic libraries. The study is not a comparative one but aims at establishing the different approaches to staff development and training in academic libraries of different sizes and stages of growth.

### **1.3 METHODOLOGY**

Semi-structured interviews were carried out in three academic libraries in Britain. These interviews with a number of staff were with

- 1) Those with responsibility for training in the library be it either the Training Officer or someone responsible for personnel.
- 2) Staff who deliver the training in the library at departmental/sectional level.
- 3) Those who receive the training both in professional and non-professional posts.

Three institutions were chosen for this study. After a literature search, the University of East Anglia (UEA) was chosen because the present University Librarian is a prominent figure in staff development and training in academic libraries. UEA is also similar in size to my institution in South Africa. South Bank University (SBU) was recommended by the British Council and the Deputy Librarian at SBU is one of the compilers of The directory of personnel officers and trainers in UK libraries 1992. De Monfort University was chosen as one of the newer universities in the UK and also because of its close proximity to the study base at Loughborough.

Three sets of questions were prepared to gather information on staff development and training in the three identified academic libraries. See Appendix 1-3 (Sets A-C).



Set A was for the Librarian or Training Officer in the particular library to elicit information about training and development activities in each particular library. These semi-structured and open-ended questions were asked to discover whether the management style was favourable to staff development and training, whether management was committed to it and whether there were opportunities for staff development and training and the reasons for it.

Set B was for those responsible for delivering the training in the library. Here it was decided to choose a 'behind the scene' division and a public service division taking into consideration that the time of this study was during term time. The questions in this set were aimed at discovering why training takes place and how it is delivered and also to discover any problems encountered with staff development and training and how to overcome them.

Set C was for those receiving training in the library, again focussing on the same divisions namely Technical Services and Reader/Information Services. The questions in this set were for people holding a professional and a non-professional post in the division. The aim was to discover their feelings about their work in general and their perception and experience of their training and development in particular.

Although three different sets of questions were used to gather information in a library, a few of the questions were repeated in the different sets as they were meant to discover similarities or differences in response to

matters of common concern. This provided a balanced view of the staff development and training practice in the library.

At least two weeks before the scheduled interviews, the intended questions were mailed to the libraries concerned. A list of definitions for the terms used and a list of methods accompanied the questions. Permission was also requested to tape record the interviews. This was to ensure accuracy. Other sources of information were policy documents, annual reports, organisation charts and job profile documents.

The seven planned interviews (i.e. Set A one interview, Set B two interviews, Set C four interviews), per institution could not be adhered to strictly due to the nature and structure of the different libraries. At UEA one further interview was conducted with the secretary to the librarian using Set A as she also serves on the university's Staff Development and Training Committee. At SBU three further interviews were conducted using Sets B and C at the Wandsworth Road site library. At De Montfort University staff in Technical Services and Reader Services formed one team therefore, three fewer interviews were conducted there. Apart from answering Set B, the Physical Resources Manager also answered questions 17-19 (Information Technology) in Set A. A total of twenty one interviews were thus carried out to gather the information for the case studies. Throughout the dissertation comments staff made during the interviews are in italics and they are anonymous as requested.

## CHAPTER TWO

### DEFINITION OF TERMS

#### 2.1 INTRODUCTION

The library is the heart and mind of the university in its support function of teaching, learning and research. The academic community depends on the library staff's knowledge, skills and abilities for the processing and provision of correct information and the smooth flow of library operations. The success of a library's service then depend on a competent, confident and effective staff who can do their jobs well. Prytherch states that "Effective staff do not happen: they must be created through training" (1). Competence, confidence and effectiveness do not then only depend on the particular education and experience library staff have, but also on the staff development and training programme the library offers. So what exactly is staff development and training?

#### 2.2 DEFINITION OF TERMS

Broad terms found in the literature to describe the process of bringing staff to a competent and capable level to do their job effectively are: **Training, staff development and continuing education.**

**Training:** Bird defines training as "Any course of instruction, carried out on or off site directed by the library" (2). "... the term implies a scheme of

instruction which is more or less formal and on-going which is planned, systematic, consistent, pervasive and monitored to measure the effectiveness" (3). In the Concise Oxford dictionary, training is described as "the act or process of teaching or learning a skill" (4).

**Staff development:** Paulk says that:

Staff development is a program which guides and encourages employees to develop their skills and capabilities on a continuing basis. The intent is to improve the performance of both the individual and the organization and to maximize staff effectiveness. Staff development serves institutional needs and enhances the ability of the organization to meet its goals. To put it simply, it is an effort to help employees learn how to do their jobs better. (5)

**Continuing education:** Conroy defines it as "...learning opportunities utilized by individuals in fulfilling their need to learn and grow personally and professionally, following their preparatory education and work experience" (6).

From the above definitions it is clear that training is seen as the direct and systematic instruction initiated by the library to develop and improve staff's ability to perform a specific task or job. Training also consists of different stages. "Staff training is generally divided into a number of stages: Induction/orientation, on-the-job training and developmental training" (7). Staff development also concentrates on the individual library and on the learner's role in the library. It centres around the effort and opportunities the library provides which enable the individual to reach the desired level of competence. The learner therefore goes

through different stages of learning in his/her job. It can thus be said that the term 'staff development' implies training as the method to bring about this desired state. Similarities between these two terms are that they are both continuous, systematic, organised, institution bound and initiated by the library to meet individual and organisational needs. These terms were also found to be used interchangeably in the literature as their objective is the same. These similarities are illustrated by Creth when she says "A well balanced staff development program includes a range of formal and informal activities that focus on three components: orientation, on-the-job training, and development" (8). The phrase 'staff development and training' is also not uncommon in the literature. Particularly noteworthy is that the term 'staff development' is more frequently used in American literature and the term 'training' in U.K. although this is not exclusively so.

Apart from the similarities between the two terms, a distinction is made between them and continuing education.

The focus on staff development centres on the needs of the individual library and on the learner's function in the library. Continuing education on the other hand, focusses on the learner as a person, and that individual is primarily responsible for translating and applying his or her learnings to the work situation.  
(9)

Apart from this distinction, there is however a close link between 'staff development and training' and continuous education as it can help the individual to grow in his job. The difference being that continuing education as a lifelong process is usually the responsibility of each

individual staff member and staff development and training the responsibility of the institution.

Throughout this dissertation the preferred term will be **staff development and training**. It will be understood to mean and include all those activities of academic libraries aimed at promoting the growth, the potential and development of individual employees starting from the time they join the library until they leave or retire. Where only one of these is specifically meant, then that one alone will be used. As working definitions, **staff development** is to give staff a variety of experience through practical processes in which they learn what others are doing and **training** is the direct instruction by either formal or informal methods to bring staff to a desired level of competence.

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## **CHAPTER THREE**

### **LITERATURE REVIEW**

#### **3.1 INTRODUCTION**

A literature review was done to establish what has been researched, reported and conveyed in the literature and to lay the theoretical background to meet the objectives of the study. The review also seeks to satisfy the assumption that staff development and training is a necessary function in academic libraries for better utilization of the human resources.

#### **3.2 HISTORICAL OVERVIEW**

The practice of staff development and training in libraries is not new. "...for many years the only method of gaining competence was by apprenticeship and learning 'on-the-job" (1). "In the past, apprenticeship in a particular library,...enabled the newly employed librarian to learn specific practices of the institution" (2). For as long as academic libraries existed the norm was to train librarians beginning a new position on job specifics in the library. But with the growth of library education, a degree has become requisite for library employment in professional posts. This resulted in changing training from a practical to a theoretical based approach with advantages for the profession. A transitional period of training in libraries became apparent as the difference between theory



taught in library school and actual library practice became significant. This gave rise to practical programmes of training to appear in literature. Contributions throughout the years come from both British and American literature. By 1960 the Library Association Subcommittee on Training distinguished between education and training for librarians. "They take 'education' as implying the study of the principles and general practice of librarianship, and 'training' as implying the imparting by direct methods (which may include lecturing to groups) of informed experience within a specific library system" (3). The main difference is that the former involves teaching principles and practice and the latter involves demonstration of methods. Mostly descriptive in its approach, the literature confirms the advantages of such training activities, while occasionally making suggestions for improving the content.

### **3.3. REASONS FOR STAFF TRAINING AND DEVELOPMENT**

The literature is explicit that all categories of staff in academic libraries have the need to learn often for a number of reasons:

#### **3.3.1 Executing daily tasks**

Possible ways and means are reported to enhance staff's efficiency and effectiveness to handle the major issues that confront them in executing their work. In each situation that they encounter daily library staff are required to apply their knowledge and skill appropriately. It is agreed training can do this. "Training will enable them to participate more intelligently in the work of the library" (4).

### **3.3.2 Changing needs of the academic community**

New degree courses brought new need for wider reading by students and more systematic literature searching to support project work. The changing patterns of learning in academic libraries demand more flexible responses from the library. The literature acknowledges that these environmental influences and pressures affect academic libraries. They need to adapt to these changes continually. One way to do it is to be responsive to the needs of the library community and sometimes that necessitates change.

### **3.3.3 Advancing technology**

Technological change in libraries is rapid and unavoidable and it inevitably means that staff require new skills. Acquiring new skills to use this new equipment has become vital as staff can no longer rely on what they learned a few years ago. Hoffmann points out that "Failure to learn and to use available technology effectively seriously inhibits the job performance of both the reference librarian and the order department assistant" (5). Accompanying this is the low expectation of voluntary staff turnover. Through the study generated by her, Varlejs predicts that "The replacement rate is estimated to be no more than 10 percent." (6). Therefore retraining is necessary and emphasis is placed on staff development and training to bring new skills in changing areas.

### **3.3.4 Managing change**

The stated reasons make it necessary for librarians to be more conscious managers if their staff are to accept change. Positive as well as negative

change can be stressful as it can create uncertainty. It is that uncertainty and lack of security that cause resistance to change. Good management of change is therefore another justification for training. Training is the best way managers have to reduce the uncertainty that change brings as it can provide the competence and control to adapt to change.

The above reasons thus prompted increased interest in staff development and training. Central rather than peripheral concerns about this appear in the literature. "Library staff need to modify their stock management, their information services, their user education when there are changes in the curriculum, in teaching methods or assessment" (7). Academic libraries undoubtedly operate in a turbulent environment. This turbulence increases the need for a dynamic process of staff development and training.

#### **3.4. NEED FOR STAFF DEVELOPMENT AND TRAINING: A STATEMENT OF VALUE**

A fairly large part of the literature stands as a testimony of the need and the value of staff development and training in libraries. It is emphasized that the human resource is the greatest and the most vital and most expensive of all the resources of academic libraries. It is not instantly replaceable. It is costly to replace and it is a precious resource to guard. Conroy states:

...not to develop the organization's human resource entail significant costs, such as lower productivity, poor safety organizational ineffectiveness, low morale, and personnel turnover. Quality programs of staff development actually can improve service and productivity, often at a savings. (8)

Core reaffirms the importance of the human resource "Staff account for 65-70 percent of the budget in services like libraries and they are the organizations prime investment in its future ability to be pro-active and ready to face the challenge of change and innovation" (9). Thus there is the realisation of the importance of people in libraries and their value as a resource. It is undoubtedly true that staff training has received greater attention in recent years. In spite of the growing interest in the subject, Macdougall reports "There is little systematic training carried out in academic libraries" (10). He goes on to offer tentative suggestions why there is a lack of enthusiasm in academic libraries compared with the public library sector.

### **3.5. BENEFITS OF STAFF DEVELOPMENT AND TRAINING**

#### **3.5.1 Mutual benefit**

A well trained staff is advantageous to both the individual and the library.

Castelyn saw the advantages like this:

...to the employer there is improved efficiency, accurate but difficult-to-measure output, and a skilled workforce. To the employee there is job satisfaction, greater opportunity and also personal development. (11)

All of these can result in an improved service to the library community. Effective training can make the individual feel secure in his/her abilities. Knowing what to do and how to do it can lead to improved job performance and therefore productivity to reach the library's goals.

### **3.5.2 Staff motivation**

The basis for staff development is motivation. Staff motivation dominates the literature. The positive relationship between staff development and training, job satisfaction, staff motivation and efficient effective service has been widely acclaimed, published and researched. Much of the literature in librarianship on motivation draws conclusions based on theories of motivation in personnel management literature. Core suggests "...we must educate, train and develop to equip people with the skills necessary for effective participation eg interpersonal skills, and effective performance i.e. job skills, if they are to perform well enough to achieve satisfaction and intrinsic motivation for themselves and make effective contributions towards the goals of the organization" (12). "The feedback an individual receives from competent job performance can affect higher-level psychological needs eg self-esteem" (13).

### **3.5.3 Job satisfaction**

The literature points out that job satisfaction is a clear way towards effectiveness. If staff derive satisfaction from their jobs, they will perform better and therefore give an improved service to the readership.

Making sure that a member of staff understands the job he is doing is therefore very important for job satisfaction. Systematic training will help to ensure this... (14).

Satisfied staff are also unlikely to leave the service. "Effective training can lead to lessening of many dysfunctional incidents such as absenteeism, turnover, tardiness and general dissatisfaction and boredom" (15).

### **3.6. STRATEGIES FOR STAFF DEVELOPMENT AND TRAINING**

#### **3.6.1 Organisational climate**

Emphasis on the necessity for promoting and maintaining a healthy climate in a library favourable for staff development and training is predominant in the literature. Stone is quite explicit on this subject:

Personnel development is not carried out in a vacuum. It functions in an environment of policies, procedures, standards and objectives and it is closely related to the style of management operative in the library and to the organisational structure. It is fully possible only in an environment which not only permits but actively encourages individuals to develop their potential (16).

Weaver-Meyer in her article also refers to the establishment of a positive work climate for staff development. "This climate is characterized by the development of trust among colleagues, support and open communication between administrators and staff" (17). And Nicholson says "...the litmus test for success is whether the atmosphere in the library is one in which staff training and development flourishes or not" (18).

### **3.6.2 Management style**

Management style has implications on the development of staff and their involvement in the work of the organisation. The literature favours a participative rather than an authoritative style of management. From his study Marchant substantiates that staff development and sound management practices complement and reinforce one another.

Active staff development programs and participative management in libraries appear well suited for each other. They ought to be getting together. (19)

Core agrees that opportunity for staff development exists in a participative style of management. "In a pro-active participative environment planning, objective setting and pressure for accountability will be seen as an opportunity to change the focus of the activities of the library to anticipate future needs and secure resources for all aspects of the service including training and development" (20). Participative management has been identified as one of the good ways of developing staff. Studies carried out in libraries indicate that libraries could well benefit from it as participation satisfies professional librarians' needs for growth. This fact was confirmed by the research generated by Marchant (21). He found that staff in libraries which practised participative management were more satisfied with their opportunities for professional growth than those in which the management style was autocratic. K. Jones (22) writing about staff development points out that the team approach, a form of participative management, being practised in Leicestershire aims at making full use of all available individual talent,

neutralising individual liabilities and limitations, and providing good opportunities for staff development.

### **3.6.3 Policy of staff development and training**

After numerous studies, the need for a clear policy and definite budget for training purposes was found wanting. Konn concludes in her study "None of the academic libraries surveyed had a systematic policy on continuing education, either with the library or in relation to outside agents of education" (23). Prytherch also agrees on an organisation plan or policy for training and says "but in my experience these hardly exist and if they do, are not generally available to all staff" (24). From a survey Jones (25) recommended that libraries should have clear policies and definite budgets for post experience courses because haphazard arrangements could lead to unfairness and would not meet the needs of the libraries. There is general agreement that in order to undertake systematic staff development, libraries must have purposeful written policies. Because of a lack of policy libraries which have attempted to develop staff, have done so on an ad hoc basis and have often found it difficult to consolidate their efforts towards this end.

### **3.6.4 Financial commitment**

Systematic staff development and training makes demands upon resources. The literature indicates that any form of training has been indulged in only in good times - when there is money, when there is time and plentiful staff. In Edwards (26) survey four libraries indicated that they wished to provide training but they lacked the time. The Library



Association Working Party (27) showing concern in this kind of attitude to training stresses that training is not a luxury and to sacrifice training to short term economies is a failure of vision on the part of library managers. It expresses the view that any effective training must be planned and implemented systematically. Advocates of it argued for specific budgetary provision to support CET activities. "Budgetary provision should be made for staff development activities so that programmes can be planned and implemented in an orderly fashion through the year" (28). This method ensures that staff development is seen as an important aspect of library concern. It is also associated with the claim that such expenditures will be recovered through the maintenance and improvement of staff effectiveness. In his study Roberts found "around 25 percent of academic libraries have managed to achieve separate budget funding for cet." (29). Varlejs addresses budgetary commitment on the part of library administrators through modelling of costs. "To ensure regular and adequate staff development, planning and budgeting for it should receive the same attention as other library activities, and yet library managers often lack a framework for formulating a staff development budget and for justifying it" (30).

### **3.7. STAFF DEVELOPMENT AND TRAINING: PRACTICALITIES**

#### **3.7.1 Responsibility**

The literature is clear that staff development and training should be done systematically and that someone should take responsibility for it. Weber (31) argues that whether a staff development programme is called

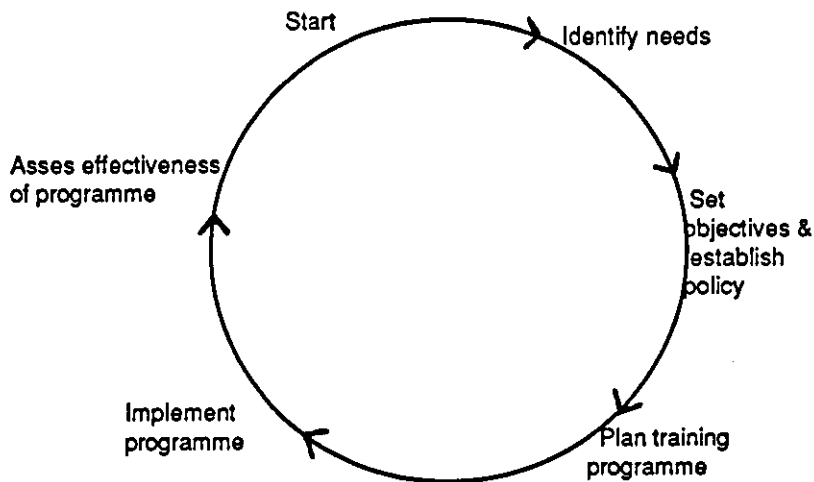
continuing education or parts of it are referred to as participative management, the key library officers need to promote it as a centrally important part of their work not as an area to be given token effort. Recently the Library Association has introduced a framework for Continuing Professional Development where all its members are encouraged to take care of their own professional development. Corrall describes it as "...a significant step forward in providing members with a practical tool and a timely reminder of their responsibilities to be competent in professional activities and keep abreast of developments in librarianship" (32).

### **3.7.2 Training cycle**

In the literature, the underlying concepts in training are concerned with conveying a sense of continuity. As the process of learning is continuous, most diagrams in the literature are circular.

Training does not just happen, and there has to be starting and finishing points. Whilst one should never assume that training has been completed it is important that each programme should follow some sort of process... (33)

The Library Association Working Party on Training (34) used a simple circular diagrammatic representation of the training cycle, to convey this continuity as follows:



### **3.7.3 Identification of needs**

The identification of needs cannot be stressed enough in the literature. The range of general categories of need has been well covered by existing literature. Edwards (35) conducts a rigorous analysis of potential needs in terms of:

- a) Initial induction- House keeping, the organization, place of the entrant, attitude training.
- b) Job training- off the job, on the job.
- c) Development - for beter performance in the job, for new skills in a growing job, promotion, management development.

Castelyn (36) adopts a slightly different approach, and discusses induction courses for professional and non-professional staff, on the job training for non-professional staff, further training for non-professional,

pre-library school trainees, training for newly qualified staff, and continuing professional training.

### **3.8. METHODS OF TRAINING**

Blanksby (37) has a complete list of training methods. Looking at the nature of these methods, it can be classified into formal and informal training methods. Creth distinguishes between these activities as follows:

Formal activities are those for which there is a specific plan and structure, such as a training plan for a new employee or a workshop on supervisory skills. Informal activities, such as discussions with the supervisor regarding performance strengths and weaknesses, personal reading, and research have no definite structure but nonetheless contribute to an employee's learning. (38)

Jones and Jordan also see informal activities as necessary for staff development. "Discussions with colleagues, meetings, work parties, job rotation and exchange, consultancy, visits, writing guides for users, involvement with professional bodies and staff appraisal are a whole range of activities which enable development to take place though they are not explicitly designed for that purpose" (39). Blanksby (40) grouped the numerous training methods available into two categories for convenience. The two categories are 'away from work' and 'at work'. She divides them further into training on the job, on top of the job and special arrangements.

### **3.9. CONCLUSION**

This literature review has attempted to consolidate the ideas contained in the literature on staff development and training studied and reported with a view to provide the theoretical background for the case studies. The historical overview and reasons for staff development and training were given and the value and benefit of it explored. No prevelant disadvantages were found in the literature but one can, however, mention the fact that well trained staff may move on to jobs elsewhere. This loss to the institution can have a detrimental effect on the library in terms of time and money invested. The strategies and practicalities in the literature gave insight to factors that influence successful management of staff development and training. The conditions conducive to staff development have been recorded. It can be concluded that staff development and training is a necessary function for better utilization of human resources.

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## **CHAPTER FOUR**

### **UNIVERSITY OF EAST ANGLIA (UEA)**

#### **CASE STUDY 1**

##### **4.1 INTRODUCTION**

A case study (see structured interview questions in Appendix 1-3) was carried out to see how the theories discussed in chapter three are put into practice in one library service. The aim is to look at practice in this library to determine its approach to staff development and training which can serve as an example that could be followed by academic libraries without such programmes if necessary.

##### **4.2 MANAGEMENT'S PERSPECTIVE**

Staff development and training forms an integral part in the management of the library at the University of East Anglia. This is seen in the support, example and importance the top management attach to it. They view staff development and training as a very important function in the running of the library. The Library Association Working Party on training stresses that "Successful training requires the initiative of informed and committed managers" (1). Senior management believes in staff development and training and takes it seriously. In terms of it being accepted by staff, they partake in programmes either by delivering or receiving. This is another

way in which managers can demonstrate their belief in staff development and training by active professional development of their own.

#### **4.3. STAFF DEVELOPMENT AND TRAINING POLICY**

All new members of staff are trained for the specific jobs for which they were recruited. Orientation is for all members of staff no matter how senior or how junior their grade. To ensure appropriate training, staff are trained with reference to the staff development and training policy. This written policy statement addresses the basic questions in a staff development and training scenario such as "why train, who needs training, what kind of training and what methods of training" (2). It also indicates the scope and types of activities and programmes to be undertaken. A policy ensures some degree of consistency in the management of staff development and training. This document was drafted by the Staff Training and Development Working Party (STDWP) in 1986 but will soon be reviewed to address the envisaged training needs that will be created with the implementation of the new computer system for the library. Although the document does not explicitly distinguish between staff development and training, through the interviews conducted staff development was found to mean giving staff a variety of experience through a practical process by learning what others are doing and training as instruction, courses, workshops and general discussions. As both are viewed as important the phrase 'staff development and training' is used. This is consistent with the definition of the parent body's interpretation of it. "Staff development is defined as:

policies, procedures and practice designed by the institution to develop the knowledge, skills and awareness of staff and by so doing improve the effectiveness and efficiency of the individual and the institution" (3).

#### **4.4 STAFF DEVELOPMENT AND TRAINING ETHOS**

After analysing question 7 of Set A and 14 of C it is clear that there is a high awareness among staff of the availability of staff development and training. All staff, however, do not know about the written policy. This staff development and training awareness can be attributed to

- 1) The varied methods of informing staff about training events
- 2) That senior management is seen to be actively involved through participating in training either through delivering or receiving thereby setting an example.
- 3) It has become such a natural part of work in the library.

Question 9,13-14 of set C consistently brought answers referring to the Wednesday morning and afternoon training sessions making availability and access to training key things in the library.

A balance is maintained between personal and institutional needs when development training is considered. The consideration is more with perceptions of the benefit accruing to the institution from staff development. Martin makes an interesting remark in this regard "...administrators must simply recognize that, as with the matter of goals, there will always be some conflict between individual and library benefit"(4). The balance of costs and benefits related to the individual

employee in the context of the library should be considered when deciding on this.

#### **4.5 STAFF DEVELOPMENT AND TRAINING BUDGET**

The management's level of commitment towards staff development and training is excellent. This is reinforced by a liberal travel and transport budget as budgetary commitment is another form of ensuring that staff development is seen as an important aspect of library concern. Money used for staff development and training at UEA is subsumed in the travel and transport budget. This means that at UEA the library does not have a separate training budget but money is however available for training from the travel and transport budget. This budget is preferred to a separate training budget as it is more flexible. In practical terms it works well for them, but there is a move in the university to have each cost centre, of which the library is one, have a separate training budget. Reasons why a separate budget would be more desirable are:

- a) Managerial control to know what is spent on staff development and training and what is spent on travelling
- b) Equality of access whereby training is accounted for from the designated budget
- c) To plan, assess and cover needs in terms of funds to provide for either internal or external training.

The aims of staff development and training are supported both philosophically and financially by the University Librarian and the parent

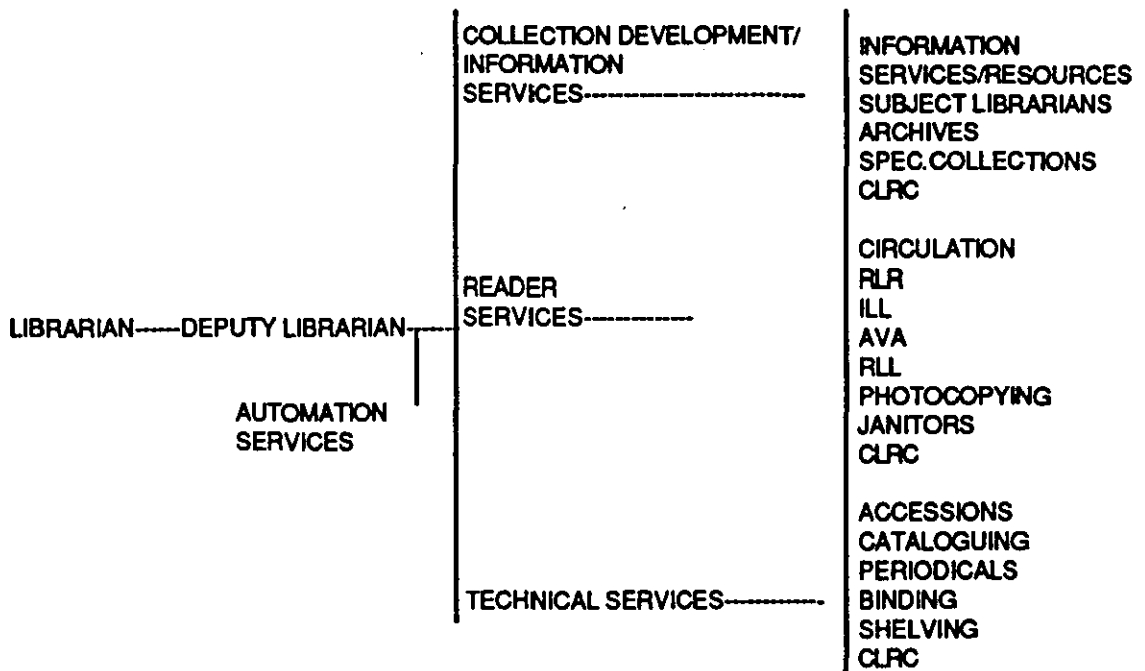
institution. The presence of someone with responsibility for training, a STDWP, a written policy statement and budgetary commitment all reinforces the visible, meaningful administrative support for staff development and training at UEA library. There must be commitment from the administration. Without this visible support any programme will fall short because it will not be taken seriously.

#### **4.6 MANAGEMENT AND ORGANISATION STRUCTURE**

The UEA library is a good example of an open organisation in the sense that in 1991 it changed its structure in response to heavy demands made on the library to cater more effectively for the needs of its community. Typical of an organic organisation, "It will enable the library to respond to increased student numbers, the need for more specific costing and budgeting techniques and the provision of services to different kinds of user" (5). The library is now organised by function into three divisions namely Reader services, Technical services, Collection development and a fourth division, Automation services, which covers all areas of library automation. The chart below shows the new management structure. The University Librarian, the Deputy Librarian and the four division heads form the senior management at the top of the hierarchy. As can be seen from the chart, there is a deliberate attempt to avoid an authoritarian presentation by placing the University Librarian on the left and designing the chart from left to right. The structure as it is helps staff to understand their positions in the organisation.

The structure also highlighted the training needs of making division heads responsible for basic relevant training and development in their divisions. Work related training forms the first line of training library staff and it is the responsibility of the heads of divisions. The Deputy Librarian and the STDWP are responsible for library wide training, but coordination is division based.

### U E A LIBRARY: MANAGEMENT STRUCTURE, 1991



#### 4.7 STAFF DEVELOPMENT AND TRAINING RESPONSIBILITY

The Deputy Librarian has responsibility for staff development and training in the UEA library. But this is only one facet of her duties. Her



staff development and training responsibility is linked with other duties. Although she is not a fulltime training officer, she is someone in the senior management of the library. Casteleyn supports this view when she says "It is essential that the training officer must be of a senior level and able to make some professional contribution to senior staff meetings" (6).

Democratic in its management style, library wide training and development responsibility on a macro level is delegated to the Deputy Librarian and the STDWP. Even though the Deputy Librarian is responsible for training, she is not the chair person of this working party. This is rotated to give each person the opportunity to develop the skill to chair meetings. To serve on it is voluntary. Members are rotated all the time to give many staff experience in these skills.

#### **4.8 STAFF DEVELOPMENT AND TRAINING NEEDS**

Apart from the specific and different aims of each division, a common aim in all four divisions relating to staff development and training is that:

The division provides a forum for staff to put forward suggestions for improvements to the working of the division and a structure within which others can learn more about and contribute to the work of the division as a whole. The division must identify and as far as possible satisfy the basic training and job development needs of its staff. (7)

This means that the first line of training and needs identification is division based. The advantage of this is that the division head can more adequately assess the training needs of his staff as he/she has more knowledge of the work of the division and the needs of the staff. The training activity will therefore be related to specific task analysis and to individual needs.

Providing a forum such as this also facilitates the utilization of skills, knowledge and creativity of the available staff members in the division. Through this staff members can have some control of the rules governing the work they do and have a chance of contributing to the formulation of new rules or revision of the old ones. This can be seen as contributing to job enrichment through job enlargement by facilitating training and practise in an increased range of skills. Elements of participation management is thus evident.

#### **4.9 LEADERSHIP**

Staff participation is a managerial technique developing in UEA library. As can be seen and as referred to in the organisational chart, management tends not to be carried out in a thoroughly autocratic style, but rather through consultation and participation i.e. forums in the divisions and STDWP. Participation can lead to a high level of job satisfaction among those involved in the exercise, while at the same time contributing to development of the individuals concerned. There are elements of participative management evident pertaining to the staff

development and training working party and forums in divisions contributing to development of staff.

With the new structure came delegation of work. Cowley states that "Delegation can be helpful to the manager whose confidence in others can free him to turn his attention to other matters and helpful to the delegated person who, if adequately trained and prepared, will enjoy the responsibility and find in it the motivation to perform well and to extend further his skills" (8). Delegation is a form of job enrichment and a method of giving subordinates a sense of being their own bosses and exercising control over their own work environment. Above all, it is a means of enhancing motivation. People will take an interest in their jobs. This style of management can be seen as an opportunity for staff development in the library as motivated staff performs well in their jobs, thereby providing enhanced services to users.

These practices at the UEA library serve as one dimension of staff development and training with no monetary costs involved. The other dimension of staff development and training at UEA library is structured training either within the library or the institution and external events. From the staff interviewed at UEA library, it was found that the organisational climate for staff development and training is good.

#### **4.10 REASONS FOR TRAINING**

The UEA library is not a library which ends its task at the stage of recruitment. The management's commitment to staff development and

training was reported to be generally good. From the interviews the questions relating to the reasons for training in UEA library can be summed up as follows:

#### **4.10.1. Basic need**

All new staff irrespective of their status and category receive induction training in the library. This is additional and apart from the orientation package to the university which they receive with their employment via the university's staff development committee. In the library the induction training gives an understanding of the work of staff at all levels to show them where they fit in. The broad aim of the induction process is to provide them with a general understanding of the nature and roles of the library in the wider university context and to highlight how they will contribute to the library's stated goals.

#### **4.10.2. Job specific**

Staff are trained in their specific jobs for which they were recruited. New staff from library schools are trained in the practice of this particular library, whereby he/she can then apply what they have learned in library school to the practice of this particular library. Training needs are assessed according to job description and it is division based. Staff are then trained to enable them to apply their knowledge proficiently in a manner appropriate to a given situation.

It was possible to identify in general terms skills perceived to be of value in these two divisions. Of the staff interviewed, the following list illustrates

the skills they feel they need to be effective in their jobs and the training they've received.

#### **READER SERVICES**

Interpersonal/communication skills

Customer care

Interviewing skills

IT skills

#### **TECHNICAL SERVICES**

Interpersonal/communication skills

Subject knowledge

Training skills

Interviewing skills

Supervisory skills

Management skills

IT skills

Interpersonal/communication skills were reported to be for internal and client relations. It was found to include telephone manner, enquiry, reference, giving information, and asking questions when working in public service area of the library.

#### **4.10.3. To Improve job performance**

Support for staff to improve performance in their jobs is given through time off and financial help and necessary time-release to pursue further studies i.e MBA, Msc, Phd, City and Guilds certificate. This is not a separate form of training, but grows naturally out of job training. Once the member of staff has received adequate job instruction and is capable of performing that job successfully, the possibilities of future development training is considered. Senior staff are entitled to study leave which they are encouraged to take. Depending on the post the member of staff

holds, and the course he/she wishes to pursue, support is given if it will benefit the institution as well as the individual. This is particularly so when the library needs a certain skill. Thus the opportunity exists for development and training, on the other hand management does not want to overtrain staff academically for the post they hold.

The adverse effect of academic overtraining is that it can lead to stagnation resulting in frustration, and general dissatisfaction in jobs. This was evident at the time of the interviews. There was a general discontent with the prospects of promotion after formal training for qualifications. Question 2 of Set C revealed that staff have successfully completed the City and Guilds training course without any financial gain or prospect of promotion afterwards. Managements need to be cautious not to overtrain the staff academically or re-examine the promotional aspects. But as in most institutions promotion depends on the post in a grade becoming vacant. Although these staff seems to like their work, it can be said that the uncertainty with their promotion interfered with their job satisfaction. This can be harmful to the service, to users and training.

Other forms of training to improve performances are taken up mostly by professional staff who attend conferences run by professional bodies such as the Library Association and The Institute of Information Scientists.

#### **4.10.4. Chartered librarians**

The library also trains librarians who wish to become chartered members of the Library Association. They do have an approved programme for this. Upon successful completion of this induction training programme, the librarian will become fully qualified professionally and be admitted to the register of chartered librarians maintained by the Library Association.

#### **4.10.5. Change**

Staff are prepared and trained for any specialist skills that will be new to them. This is particularly true for the major changes that are anticipated with the implementation of a new computer system in the library. This will create needs to train staff to meet the new challenges the new computer system will bring. To identify gaps and skills to retrain staff calls for quality management of change. This is the perceived need by management as they know major changes are going to take place.

### **4.11 METHODS**

The method employed for the various kinds of training for different categories of staff varies according to the appropriateness i.e. whether it is a briefing meeting or whether it is a session where skills are taught or where discussions are held. People and training method appropriate to the topic are matched. This also depends on the stage of training i.e. orientation, for the job, or development. Trainers are by and large within the library and university. The university itself offers good central training programmes in which the library staff participate if it is relevant to their

jobs. In his annual report, the University Librarian reports on this as follows:

The Library's Staff Training and Development Working Party (STDWP) continued to plan programmes for the session, some of which were held in conjunction with the University's Staff Training and Development Officer. Library staff also attended a wide range of University training programmes. (9)

From the STDWP and the Deputy Librarian the following methods were found to be used in training staff at UEA library either singularly or in combination depending on what is to be learned:

#### **4.11.1 Induction training**

Induction training consists of a sequence of activities delivered by a professional member of staff to introduce the new staff member to all the necessary aspects of his/her work situation. For induction training a professional member of staff will take the trainee through the whole library for a few hours, to see what everybody else does on their job in each division. Delivery of training in the division is done by a professional person but not necessarily the same person as they have different areas of responsibility. It therefore depends on where the person is going to work.

#### **4.11.2 On the job training**

It is the method by which the trainer explains the job to the new staff member and also demonstrates the activity. This method is also referred to as 'sitting next to Nellie'. On-the-job training predominates as a



method when introducing a new member of staff to the procedure in a division. The advantage of this method is that it is real and purposeful. It is done one on one where the trainee does it and the work is then checked. Manuals and procedures are also used. Timescale for this training depends on the individual.

#### **4.11.3 Staff Manuals**

These are set procedures used in each division as training aids. It is used in conjunction with other methods.

#### **4.11.4 Demonstrations**

Where a task or routine is demonstrated, and the trainee is given time to practice. It serves as a means of introducing a new task that requires skill for effective performance. Opportunities for questions are also allowed.

#### **4.11.5 Discussion forum**

Individuals with mutual interests meet to talk and discuss a topic through.

#### **4.11.6 Visits**

Visits and tours to other work sites in and outside UEA library takes place to widen the trainees knowledge of other work methods and new ideas.

#### **4.11.7 Conferences**

Formal sessions where individuals gather and exchange views on areas of common interest.

#### **4.11.8 Lectures and seminars**

Where an individual with expertise in a subject either in or from outside the library give an formal input to a group of trainees followed by the opportunity for questions or discussion.

#### **4.11.9 Workshops**

With trainers as resources, a topic is worked through with a group of trainees with similiar needs and interests.

#### **4.11.10 Co-operative schemes**

ANGLES (Anglia libraries information scheme). Training for staff by the staff is a cost effective way of training under this scheme in East Anglia. Staff from various libraries i.e. public, academic and school libraries partake in this.

#### **4.11.11 Courses for Study**

Staff are allowed to enroll and attend lectures for courses leading to higher qualifications if it is aproprate to their job. So far some staff had completed the City and Guild course and one is currently reading for a MBA.

### **4.12. THE GROWTH PROCESS THROUGH STAFF DEVELOPMENT AND TRAINING**

Training Officers answering questions 34 -36 in Set A and Division Heads answering set B were asked to say whether induction, job and

development training were automatically offered to new staff members and to explain how training was done to determine the growth process of staff in their jobs.

The only pre-planned training was found to be development training which the STDWP prepares. Participation in this is voluntary and the onus rests with the individual staff member to participate. The other dimension of staff development and training is as mentioned on pp 36-37 and is hidden in the day to day activities in the library. Induction and job training programmes are devised when new members start their employment in the library.

#### **4.12.1 Identifying training needs**

The primary responsibility for the identification of training needs rests with the Head of each division. An advantage of this is that they have more intimate knowledge of their staff. They are more aware of the capabilities, strengths and weaknesses of their staff.

#### **4.12.2 Setting objectives**

Objectives of training i.e. what is to be achieved through the training session are focussed upon but it is not written down. They are all implied. This is based on the overall objective of training relating to the terms of reference of the working party's document.

#### **4.12.3 Implementing training**

To put the cycle in motion the particular Head of division liaise with the Deputy Librarian and the STDWP. The training method is adjudged according to the nature and purpose of the training session to take place. The best method is then applied for the particular training be it induction, on-the-job or development training.

#### **4.12.4 Evaluation**

Evaluation of every single training session for orientation and job training does not take place. The work of new staff is however controlled to check for accuracy. Formal evaluation of the development training is done annually where the programme for the previous year is reviewed to determine what was useful. This serves as guidelines for planning future programmes.

### **4.13 CONCLUSION**

Staff development and training and learning in the UEA library is seen to be a continuous process involving the majority of staff. It takes place as is best seen feasible given the resources and time available. This takes the form of participation, consultation and delegation as well as individually structured programmes. All the conditions to create a conducive climate for staff development and training was also found to be present. The strengths of this approach at UEA are the conducive climate and cost effective way for development.

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## **CHAPTER FIVE**

### **DE MONTFORT UNIVERSITY, LEICESTER: CASE STUDY 2**

#### **5.1. INTRODUCTION**

De Montfort University, Leicester is one of the 'newer universities' in the UK. Previously known as the Leicester Polytechnic, the Kimberlin Library and its two campus libraries at Scraftoft and Milton Keynes comprise the library system of De Montfort university. Most functions of the library system are automated. Keenly aware of the importance of a good staff training and development programme which complements both group and individual needs, the library management see library staff as their premier resource for the delivery of services to the academic community. The purpose of this chapter is to find out whether and how the Kimberlin library exemplifies the good elements of staff development and training as portrayed in the literature.

#### **5.2. STAFF DEVELOPMENT AND TRAINING POLICY**

Kimberlin library at Demontfort university has a formalised written staff development and training policy. The statement of policy includes the aims of the library from which its working objectives spring. The objectives of the policy are:

to ensure that positive support and encouragement is given to all staff in respect of their training and personal and career development needs, to provide a supportive environment for training and development which identifies and meets individual needs in terms of knowledge, skills, attitudes and qualifications, to enable all staff to carry out their tasks as effectively and efficiently as possible, to ensure that the knowledge and skills of all staff are up-to-date and reflect current University policy and practice. (1)

It further indicates the objects of staff development, for example staff development and training needs and staff development and training programmes. Through this, a comprehensive outline is given of the types of activities and programmes to be undertaken. A written policy on staff development and training is a good element of training. It forms the basis for the development of programmes and can give direction to training initiatives. Question 4 of set C (Staff development and training policy) revealed that staff members know about the policy and its aims as they receive a copy of it with their appointment. It can thus be said that there is a high awareness amongst staff about training in the library due to this practice.

The general goals of staff development and training are linked to the university and the library goals which are to supply the best possible education and service to students and customers. Staff development and training is linked to the ability of the library to cope with change in general. Quality, efficiency and ability to change are keywords to describe staff development and training at De Montfort university libraries.

The policy document clearly defines the terms eg. definitions. Training is job specific and staff development is the broader approach to developing the individual skills not directly applicable to the job as it stands at the moment. In practice no distinction is made between these terms as people understand different things by them. Initial training is only in particular functions for which the person was recruited. Staff are encouraged to request that they be moved round the library. If the opportunity arises, they may do so. A programme of seminars run concurrently throughout each year where the team leaders give introductions to the work of their teams. These introductions, apart from induction training, clarify the functions of the library as a system to deliver service to the academic community. These form the first level of staff development and training at De Montfort university libraries.

### **5.3. STAFF DEVELOPMENT AND TRAINING BUDGET**

The library has a fixed budget for staff development and training. The budget is managed and monitored by the Staff Resources Manager. The percentage in terms of the staff salary budget for the past year was 2 percent. Although one would ideally like to spend more money on training, question 9 of set A (Budget allocation) revealed a general satisfaction with the allocation as it is an increase on the previous year. Due to the many staff development and training activities found to be taking place in the library, this percentage would not seem enough. But this allocation (2%) compares well with what is being spent in other academic libraries on staff development and training. Charles Martell



and Richard Dougherty said that "few libraries budget more than 2% on staff development activities" (2). This affirms the fact that the Kimberlin library is doing quite as well as any other institution for staff development. This budgetary commitment enables them to improve staff competencies, manage for change and create a training ethos in the development of their human resources. A need for a fixed and separate budget is also needed with a situation where staff are not moving on from job to job due to the current economic recession. In the staff development and training plan 1993/94 a budget of at least £200 per person will be required. The Staff Resources Manager in her capacity seizes opportunities for other sources of funding to supplement the training budget and by using cost effective methods. That is through:

- 1) Training sessions occasionally laid on centrally by the university.
- 2) Regional cooperative training with 6 East Midlands academic libraries (EMALINK).
- 3) Training amongst peer groups in the library.
- 4) Placements of overseas visitors in the Kimberlin library at a fee. This money is then used for the staff development of library staff.

#### **5.4. STAFF DEVELOPMENT AND TRAINING RESPONSIBILITY**

The Staff Resources Manager is primarily responsible for training at De Montfort university libraries. Further responsibility is for recruiting and selecting staff. The advantage of having one person responsible for this is the fact that coordinating and planning of training is much easier. She knows the staff and has a profile on them as they were also recruited by

her. She plans training and sees that what is planned happens on a general strategic level and has an overall management role of staff development and training. In each division the team leader coordinates the training in his/her division. In the library as a whole, delivery of training is shared by a lot of people, either team leaders, other people in the library with expertise eg subject librarians, team leaders ie the lending team or independent outside trainers. A further advantage of a separate person responsible for training is to facilitate the way in which training events are publicised i.e. centrally. Kimberlin library is on the mailing list for major suppliers of training eg Aslib and Library Association. These programmes come to the Staff Resources Manager as the person responsible for training. There are several ways in which staff are then informed about training events:

#### External Events

- 1) Training events are displayed on the display board where people meet.
- 2) Topics of particular interest to certain librarians are directed to them. This is an advantage of having one person centrally receiving staff development and training publication notices. However if a subject of interest to a particular staff member is not covered on the mailing list, staff can come to the Resource Manager and obtain support if money allows and if it is relevant to their work.

### Internal Events

1) Internal training is open to all interested staff. Notification is circulated to all staff members.

2) There are however training sessions for certain categories of staff i.e. professional staff or non-professional staff. This is only because their jobs are different. All staff have to undergo certain training such as induction training and job specific training.

### **5.5. STAFF DEVELOPMENT AND TRAINING PLAN**

Training for the coming year is planned by means of an annual plan . It is done at the beginning of each year to coincide with the financial year. Throughout the year staff give the Resources Manager feedback on their training needs. A considerable amount of co-operation is required from both trainers and trainees. A needs analysis questionnaire which staff members complete, serves as the basis for the preparation of this plan. In the plan the needs are categorised according to the framework of the staff development and training policy. These are:

- (i) Induction
- (ii) Technical and professional skills which include general courses, skills and knowledge updating, IT skills, qualification courses
- (iii) Communication and interpersonal skills
- (iv) Management skills.

The plan has all the library staff in view. The plan is very much a framework and not meant to constrain staff. There are many advantages in having a set plan for training activities.

- 1) It can serve to show priorities of individual needs.
- 2) It can serve as a framework for training activities which should be flexible. If a need arises during the year it can be acted upon without asking the member of staff to wait for the next year if the plan is open to flexibility. This calls for consideration to be made and taken into account for needs that may arise throughout the year. While still having the option to consult the plan to see which is to receive priority if too many needs/activities come up during the year.
- 3) Budgetary needs can be assessed more accurately and realistically. This can place the Human Resources Manager in a good position to compete for funds in the institution.

For the year ahead this planning enabled the library to come up with a recommended sum to meet the staff development and training needs of all staff. "In line with existing levels of provision for IT and Library Staff, a sum of £32,000 is required (£200 per head)" (3). Suggested allocations of how it is to be spent are also planned. This displays an organised approach to staff development and training. Doing it annually enables the library to set priorities and this can be beneficial to the library. Making this plan widely available to all staff members through departmental and sectional heads can help to maintain staff's interest and encourage participation in training.

## **5.6. STAFF DEVELOPMENT AND TRAINING NEEDS**

It is the policy in Kimberlin library to train all categories of staff regardless of their qualifications and status. "The Division recognises that appropriate staff development and training is needed by all staff at every level and throughout their working life" (4). Every category of staff will need staff development and training due to the change in their working environment as nobody's job stays the same. Even library school graduates with the best qualifications need training in a particular library system. With the many changes in an academic library environment, what one has learned can be out of date after five years. Two methods are used at De Montfort to assess training needs:

- 1) Annual survey as mentioned above by asking staff about their current needs.
- 2) Job descriptions from which training profiles are constructed to determine the sort of skills needed for each post. See pages 59-61 for examples of a needs profile for a post. As mentioned on page 53, four main areas of training and development form the basis for needs analysis and provide on going perception of staff and their needs as well.

Of the identified training needs it was found that more of these needs are satisfied externally than internally. "The budget was spent as follows 11% qualification courses, 71% external events and 18% in-house courses"(5). More than two thirds of the budget was thus spent on external events.

Prime indicators in deciding who to send on external courses are:

- 1) The individual and his/her needs
- 2) The relevance to the service
- 3) Cost of the course if lots of people want to go.
- 4) The priorities as stated in the plan.

The decisive factor where differentiation is made between the staff development and training of professional and non-professional staff is because their needs are different. "It would be impossible, and undesirable, to specify exactly what training an individual will receive as this should depend on factors such as their past employment, personal and post requirements" (6). Yet there is no management view not to send both categories of staff on external courses if it is deemed necessary. Training for specific skills and in special areas form part of development training programmes as set out in the annual plan.

#### **5.7. STAFF DEVELOPMENT AND TRAINING OBJECTIVES**

The purpose of setting objectives is to provide a focus for training making it measurable, attainable and understandable. General objectives as reflected in the policy govern training in Kimberlin library. In the plan objectives vary in terms of the training events taking place. The answer to question 28 of Set A (Training objectives) revealed that they do not have written objectives for each training event and acknowledge that they need to do more of it internally. The time factor was given as a major deterrent for this. Independent trainers who run individual courses

do set objectives for each training course which are written out and measured at the end of a training session.

#### **5.8. STAFF DEVELOPMENT AND TRAINING METHODS**

The most appropriate method of training is chosen for the type of learning that is to take place. The methods found to be used most often in Kimberlin library are: Induction training, on the job training staff manuals, demonstrations, visits, conferences, co-operative schemes, lectures, courses for study, seminars, short courses, workshops, and checklists.

As noted previously, much more use is made of external staff development and training methods. The following rationale governs the decision on who attends external or internal courses. If one person needs training they will send him/her out. If it is training for a group of people, they would bring the trainer in and tailor the training to their particular needs. This can prove to be more cost effective.

Cost effective methods are also considered and used. Until recently there has been an increase in the use of the cooperative training method namely EMALINK (East Midlands Academic Libraries in Co-operation). This is an academic library co-operative in which the six academic libraries i.e. De Montfort University, Leicester University, Nottingham Trent University, Nottingham University, Loughborough University and Universtiy of Derby in the East Midlands co-operate. Regional training is offered through this co-operative. The number of training sessions held

is an impressive 12 training programmes for the year. This means an average of one session per month. Benefit for each institution is remarkable by which there is:

- 1) an exchange of experience.
- 2) sharing of resources
- 3) avoidance of duplication
- 4) savings for everyone involved.

## **5.9. STAFF DEVELOPMENT AND TRAINING PROGRAMMES**

Kimberlin library's training programmes are both formal and informal. Formal methods include lectures and seminars; informal methods are discussions, visits, and staff manuals. Training is automatically offered to all new staff. They are pre-planned. The advantage of this is that both trainer and trainee knows what is to be achieved and expected respectively.

### **5.9.1 Induction programmes**

With each new appointee there is a checklist of the tasks that need to be covered. An induction programme is set up for them. [See appendix 4]. Every new staff member receives a copy of the staff development and training policy and copy of the year's plan as well as the calendar of the year and notes as to what to do to participate. Every effort is made to ensure that they are completely oriented to the library.



### **5.9.2 Standard individual job related programmes**

As far as standard or individual programmes are concerned a profile exists for each major group of staff. The following is a profile of a professional and non-professional post from the staff interviewed. This is based on existing profiles (7).

#### **SENIOR ASSISTANT LIBRARIANS: Training profile**

##### **INDUCTION**

Will cover general, team and job related topics.

##### **TECHNICAL AND IT SKILLS**

Development of more comprehensive and/or in-depth skills in: BLCMP systems;

Enquiry work - resources: collections and specialists;

Use of general and subject specific databases - on-line and CD-ROM

Stock selection, cataloguing and appropriate job-related skills;

Keyboarding and IT skills - use of word-processing, database and spreadsheet packages.

##### **COMMUNICATION AND INTERPERSONAL SKILLS**

Communication and assertiveness skills needed to deal courteously and efficiently with customers and colleagues;

Presentation/teaching techniques;

Supervision of staff;

Training techniques;

Meeting skills.

## **MANAGEMENT AND POLITICAL SKILLS**

Development of Higher education environment, the institution's role and structure;

Library's aims, objectives organisation and management style;

Budget management;

Operational planning;

Team management;

## **LIBRARY ASSISTANTS: Training profile**

### **INDUCTION**

Will cover general, team and job related topics as specified in the Library Induction Handbook.

### **TECHNICAL AND IT SKILLS**

Shelving, shelf-checking, tidying routines;

Filing (Dewey, alphabetical and other sequences);

Bibliographic checking; use of OPAC, BLCMP database, CD-ROM and print databases; receipt, checking, distribution of new stock;

Operation of CIRO & other counter routines;

Short-loan collection - procedures for addition/withdrawal of items, making up packs, photocopying, labelling, copyright clearance;

Production of new additions lists and current awareness services;

Operation, maintenance and assistance with equipment;

Keyboard and IT skills - use of word-processing, database, spreadsheet packages;

Processing and repair of stock.

## **COMMUNICATION AND INTERPERSONAL SKILLS**

Telephone system directory;

Appropriate styles of answering;

Communication and assertiveness skills required to deal courteously and efficiently with customers and colleagues;

Basic enquiry skills.

As can be seen from the above, each profile indicates the relevant skills, knowledge and development areas needed for the post. From these profiles each team leader in a division designs a programme for a new staff member in a particular job to enable him/her to develop skills where appropriate through training. This undoubtedly calls for good coordination between the Human Resources Manager and the individual team leaders as to what their respective roles in designing these programmes are.

### **5.9.3. Development training**

The programmes include induction training and on the job training after which development training follows. See appendix 5 for developmental training available for the year ahead. From Set B (Delivery) of the questions it was determined that it is difficult to accurately set up and stick

to a timescale for each stage of training as it was found to vary from department to department and from team to team and post to post. The nature of the job also influenced the time required to become competent. Although time setting is not adhered to strictly there is a predetermined guideline in that some posts specify that within a week or month certain areas of skills should have been acquired.

#### **5.10. EVALUATION**

The evaluation of the training is a necessary and important element of staff development and training programmes. At De Montfort, evaluation of staff development and training activities are on different levels .

- 1) At the end of each year training is evaluated. A training report in general terms is given by the Human Resources Manager based on the aforementioned feedback. The purpose of it is to see how far activities undertaken reflected the plan that was drawn up at the beginning of the year.
- 2) The external trainer has evaluation sheets to evaluate his/her training session immediately after the event.
- 3) Academically graded staff have an appraisal system by which they are evaluated
- 4) Informal feedback from supervisors about training is also noted.

The purpose of evaluation is necessary for the day to day operational purposes to see whether training has worked, to find out whether job

performance has improved and to monitor and assess its success or failure.

Very little of the evaluation at De Montfort is linked to staff appraisal as this is only for academically graded staff. That is only 5 out of a staff of 65. Assembled information is analysed by the Staff Resources Manager who looks at the information in terms of feedback on the trainer and comments about the training in general. To see whether it was relevant and valuable or not. This helps in the planning process of future programmes.

#### **5.11 FACTORS THAT HINDER AND FACILITATE TRAINING**

The major constraints on staff development and training at Kimberlin library are seen as

1) Finding time to release staff given the enormous pressures that exist. It is difficult to overcome this constraint. The following are comments from staff answering question 19 of Set C (Scheduled worktime).

*"The fact that every one is busy all the time means that your work is waiting for you when you get back. That harms training and should be adressed."*

*"Not really in term time it is very very awkward . I wanted to go but could not".*

As can be seen this can develop a negative attitude towards training and should be addressed. A possibilty would be to use the budget to replace

staff while they are away for training. But this will undoubtedly call for a larger budget.

2) In some instances the attitude of a minority can be a constraint. Especially when they feel that once they are trained, they are trained for life. This can be overcome by working on changing their attitude to establish a training ethos amongst them.

Major factors promoting staff development and training are:

1) Encouragement from the management. If that is not there, staff development and training at De Montfort would have been different. The positive ethos is therefore important. All staff interviewed confirmed good management support for staff development and training.

2) The staff development and training budget is also an important aspect in facilitating staff development and training. Their systematic approach to this allows people to see what the library does and the parent body and academic community can see its value throughout the year.

## **5.12 CONCLUSION**

A high level of staff development and training is thus taking place at Kimberlin library. This can be ascribed to the presence of a Training Officer, management support and a generous budget. The future of staff development and training looks good whereby the academic community can rely on improved services from the library staff. A feature that stands

out is that they are proactive rather than reactive. The potential for much more staff development and training happening through learning on the job and development training is there as responsibility for it is seated in one central figure. Needless to say they will use which ever methods are suitable and feasible which ultimately could include the adoption of new methods not used now. There is a general acceptance of training in Kimberlin library by either external or internal means. Most of the good elements necessary for successful staff development and training is present in the De Montfort University Library system. Setting objectives and evaluating each individual in-house training session does not take place formally but will be addressed. This is important to measure how training can be improved.

## REFERENCES

- 1) De Montfort University, Division of learning development. Policy on staff development and training, March 1993, p. 1.
- 2) Martell, Charles & Richard Dougherty. The role of continuing education and training in human resource development: An administrator's viewpoint. Journal of academic librarianship, 1978, 4(3), 155.
- 3) De Montfort University, Division of learning development. Staff development and training plan, 1993-94, p. 3.
- 4) De Montfort University, ref.1, p. 1.
- 5) De Montfort University Information Centre, Library Services, Staff development and training report, 1992-93, 1993 p. 3.
- 6) De Montfort University Information Centre, Library Services, Library training profiles, p. 1.
- 7) Ibid., p. 5.



## **CHAPTER SIX**

### **SOUTH BANK UNIVERSITY (SBU), LONDON: CASE STUDY 3**

#### **6.1 INTRODUCTION**

South Bank University in London, previously known as South Bank Polytechnic is one of the "newer universities" in the UK. The SBU library system comprises the Centenary and Wandsworth Road campus libraries. Centenary is the central library and administrative centre. As there were two campus sites further interviews were conducted using sets B (Delivery) and C (Receiving training) at the Wandsworth Road campus library. The aim was to determine any similarities or differences in practice there and if there were any problems encountered. This was also thought necessary to see if the approach to staff development and training at this library was different from those discussed in chapters four and five.

#### **6.2 ORGANISATION STRUCTURE**

The library service is divided into functional departments ie "Support Services, Academic Services and Site Management" (1). Of the staff interviewed in the different divisions, all had counter duty included in their job description. The Library Association Working Party on training states that:

The nature of the organisation has a direct bearing upon the training which takes place in that organisation. The size and structure of the organisation will, to some extent, dictate its training needs (2).

This is exactly the case at SBU, where staff interviewed worked two hours per day at the counter for which they receive training. This training is ongoing to keep them up to date and informed about procedures and system updates.

### **6.3 STAFF DEVELOPMENT AND TRAINING POLICY**

SBU has a written staff development and training policy. The policy states what staff development will encompass for instance training and development of staff, how management will support it, the criteria for attending activities and sessions, the responsibility of the staff development group, obligations of those attending external courses, and that staff development and training is compulsory. It also outlines the staff development and training objectives at SBU.

1.1 To promote the development of the library staff, individually and corporately, 1.2 To develop the individual's contribution to the PSB Library Services 1.3 and thereby to improve the effectiveness of the PSB Library Services (3).

The staff development and training group at that time formulated the policy. The current one is under review. Every member of staff receives it with their contract. The policy thus ensures that all staff understand what is required of them regarding staff development and training.

The compulsory element of the policy is of particular note and interest. A minimum of one hour per week is compulsory in-house training for each individual member of staff. This results in thirty six hours a year internal training. Due to the pressures staff have to work under, management found training to be necessary and made it compulsory to enhance the service.

The policy at SBU is set at a high level in the sense that:

- 1) They wish to prevent overtraining their staff academically for the post they hold. Therefore, support to pursue information and library science qualifications are not given, however they do support studies in other directions.
- 2) Staff development practice at SBU complies with their institution's equal opportunity policy. The general goal is to train everyone, temporary as well as permanent staff. Equal Opportunity is making sure that every individual has access to staff development and training as needed. If any member of staff can justify the benefit of the training to him/her and the service, they attend external courses.

The institution on the whole is interested in staff development and training. They believe in investing in people. This is exemplified by a national training award for organisations with quality training which they are striving to obtain. Staff are also encouraged to construct their individual profile of their own continuing professional development as initiated through the Library Association's Framework for Continuing Professional Development (4).

## **6.4 STAFF DEVELOPMENT AND TRAINING RESPONSIBILITY**

### **6.4.1. The Training Officer**

The Deputy Librarian has overall responsibility for staff development and training at SBU. She is responsible for the training budget. The training function is linked with other duties such as interviewing and selection of staff, staffing contracts and the day to day running of the library.

She does not undertake or plan all the staff development and training events. For this she relies on the specialist knowledge and skills of other staff. She is able to give advice and guidance on staff development and training. All internal training is devolved through the SD&TG, to site librarians and others designated by the staff development and training group. Line managers co-ordinate staff development and training in their respective teams.

The publication of training events is done centrally through the Deputy Librarian's office by various means:

- 1) There is a weekly bulletin which all members of staff receive in which training events are announced. All the training requests and processing thereof is done by her.
- 2) They also make use of posters to advertise in-house training.
- 3) If there is a particular need the individual for whom a particular training course is most suited is targeted.

Having someone centrally administering this facilitates good advance notice of staff development and training activities.

#### **6.4.2. Staff Development And Training Group (SD&TG)**

There is a SD&TG made up of representatives of all the grades of staff within the library service. Nine people serve on it. There is thus functional representation of the different levels of staff. The group meets once a term and the Deputy Librarian chairs the meeting. The function of the group is to discuss what sort of training is necessary throughout the library as perceived by staff in the teams they represent.

Each member of the staff development and training group has certain responsibilities for the time that they serve on it. For example the representative of faculty librarians will be responsible for training staff and showing them how to use CD-ROM, others would co-ordinate visits to other libraries.

#### **6.4.3. Trainers**

Although responsible for training, the Deputy Librarian does not undertake all the training in the library. There is a core of trainers, who as library staff and librarians, assist in the running of training courses and who speak to groups of trainees about their own areas of work. This means that selected members of staff have responsibility as trainers from time to time. Objectives for these in-house training sessions are also not formally set, but the aim is to enhance the knowledge of all colleagues in various fields.

Apart from using library staff as trainers within the library they do employ training consultants for certain training courses. The directory of personnel officers and trainers in UK libraries 1992 (5) is used for this.

## **6.5 NEEDS ASSESSMENT**

In her capacity as training officer, the Deputy Librarian has an overview of the training needs of the library staff. Training needs are individually assessed based on the knowledge, skill and experience that staff members already have and what is required to discharge their jobs effectively. Very generic job descriptions are used to identify training needs but it is so general that it cannot be used solely. Therefore a process of staff development interviews also takes place which will become appraisal in the near future. The two senior Heads of the Department do the interviews. There are 120 people working in the Library and Learning Centre. Thus they do not have interviews as often as they would like to. Full scale appraisal will become a line manager responsibility. The SD&TG also report on identified needs in their teams.

After assessment of training and development needs, every individual member of staff will go through the basic training programme in general library work and for their own job procedures.

## **6.6 STAFF DEVELOPMENT AND TRAINING BUDGET**

SBU has a separate budget for staff development and training. The overall library budget is £1,700,000. The staff budget is £900,000. The institution is aiming at 2% of the staff budget being spent on staff development and training. For the current year, this figure was £17,500 (1.94% of the staff budget). They are satisfied with this allocation as there is an increase in this budget each year. The budget for the current year is more than the previous year's. The Chief Librarian states in his annual report "The Department has significantly increased expenditure in this area (staff development/continuing education) over the last two years and encourages all staff to participate in a mix of internal and external programmes, which couple an ongoing need for on the job training with a need to broaden the experience and knowledge of staff at all levels to enable them to provide a high quality service" (6).

Their training budget is however not a fixed sum as it is a managerial decision to add to this budget from any part of the library budget if the need arises. This shows how seriously management takes staff development and training and the funding thereof.

## **6.7 STAFF DEVELOPMENT TRAINING PROGRAMMES AND PLANS**

SBU does not have a strategic staff development and training plan. The staff development and training group sets the targets that need to be achieved, but the method is flexible and can be adapted when

necessary, whereas a fixed plan would tie them down. The targets of the SD&TG are written down in the minutes of meetings. An example would be the annual visit plan where staff have suggested where and which centres to visit, and the twice a week awareness training sessions. This includes training for specific skills.

The training sessions are delivered by staff with expertise in the particular training area. The training is hands on when necessary. These sessions are repeated as often as is necessary until staff can operate functionally and competently. No training objectives are set for individual training sessions. The broad objectives set out in the policy document are adhered to. Training is twice a week to enable staff to attend at least one per week.

## **6.8. STAFF DEVELOPMENT AND TRAINING**

### **6.8.1. GENERAL**

The principle reason for staff development and training is to make the service as good as it can be. This is obtained by creating an environment where staff feel and know they can develop. There is certain training which everyone receives i.e induction/orientation and development training. There is a variable standard programme for this. Other parts of staff development and training are more individualised. External training will be additional to these standard weekly training sessions.



Training for all jobs are particularly oriented depending on the individual's experience. They do have general library training for all staff in the library on the counter. That means that everyone receives training on the rules and procedures (ie updating). The advantage of this is that someone else can step in temporarily and quite easily in the absence of a particular member of staff.

### **6.8.2 INDUCTION TRAINING**

Induction training is a fairly standard process. It is for all employees regardless of level or place of employment within the library system. It is:

- 1) To familiarise the person with the layout and system to get him/her to feel part of the team.
- 2) To ensure that people settle in quickly and effectively as possible.

New employees will have a tour of induction and meet various people in all the divisions of the library regardless of where they are going to work. The Deputy Librarian assigns a person within the specific division in the library service to deliver the induction. This will give them a fair idea of where they fit in the organisation. This takes place within the first few days of work in a team. It does not last longer than a week.

### **6.8.3 JOB TRAINING**

The skills, knowledge and abilities of the staff needed for specific jobs vary from job to job. They include knowledge of computer systems, routine office work, filing, invoicing in Support Services to information skills, liaison skills, keyboard skills and communication skills for counter

work in The Site Team and The Academic Team. In specific jobs for which staff are employed, the method of training is one-on-one using staff manuals and demonstrations. Department heads and experts in a particular area will deliver the job specific training to new employees. In many cases this will usually be a senior person in a team. There are no written objectives but employees are instructed not only on how to do a job, but also why an assigned job is important. This is good because an employee performing a task without understanding why it is important and how it fits into the total endeavour of the library will probably perform perfunctorily at best. If the employee understands and appreciates why a job is assigned, the task will probably be performed more efficiently. No fixed time scale is set for staff to master the required skills of a job but it is expected not to take longer than three months. That would also be the first probationary period to see if staff perform competently.

Below is an outline of the training which the staff interviewed had received and the method/s that were used.

<b>TRAINING RECEIVED</b>	<b>METHOD/S USED</b>
<b>Customer Care</b>	<b>Role-Playing</b>
<b>Stress management</b>	<b>Lecture</b>
<b>Assertiveness training</b>	<b>Lecture, Group Work</b>
<b>Procedures for their job</b>	<b>One-on-One, Staff Manual</b>
<b>How to deal with aggression</b>	<b>Lecture, Handouts</b>
<b>Induction Training</b>	<b>Tour, One-on-One</b>
<b>Counter Training</b>	<b>Demonstration</b>
<b>IT Training</b>	<b>Hands-on, Demonstration</b>
<b>Reference Tools</b>	<b>Demonstration</b>

As all staff interviewed also worked on the counter, much of the training received was for client interaction. Of these skills for client interactions customer care was the one mentioned as the one which they would like to do again. This indicates a desire for good client relations and satisfaction.

#### **6.8.4 DEVELOPMENT TRAINING**

They do offer training beyond usual job training at SBU. All staff are encouraged to go for development training. This can be internal or external courses.

SBU do have an approved training programme for staff who wish to become chartered members of the Library Association. They also support staff who wish to pursue further academic studies but due to

historical reasons not employees who wish to pursue library and information studies. The primary reasons are:

- 1) that they cannot guarantee the employee promotion after graduation,
- 2) because there are staff already educationally overtrained for the posts they hold.

However, this element in the policy is being reviewed at the moment. The support for continuing education and development training is financial, and necessary time release for studies. Support for university courses is partial. The BTEC and City and Guilds Courses are fully paid for.

Thus far some staff have been on The English Proficiency Course, BTEC and City and Guilds Course. Upon successful completion of the BTEC and City and Guild Courses there is a minimum of one increment depending on where the particular employees are on their salary scale. This bodes well for motivating staff and thus enhance their performance as Core rightly advises "...we must be aware of the importance of extrinsic motivation, i.e. payment, career structures, promotion prospects and working conditions (physical and regulatory) - these factors affect satisfaction and motivation and can be usefully linked to educational and training initiatives" (7).

The library management has a responsible and encouraging attitude towards staff development and training. This is illustrated by the comments staff made:

*"We are encouraged to attend any training course that is suitable. We have to make up our own minds".*

*"The support given by management is excellent. I try to be positive and go on training courses to enhance my skill. There is however no problem to attend."*

*"They give us every encouragement. Certainly it is not the fault of management if certain individuals are not trained because the opportunity is there and it is given".*

#### **6.8.5 INFORMATION TECHNOLOGY**

SBU library operates in a highly automated environment. No specific individual is responsible for IT training. There are different levels for this type of training.

- 1) Automation support from the supplier by training managers through external trainers or systems people.
- 2) Line managers are then responsible for training people in his/her section, then through awareness training sessions until the entire library service is aware of the new computer products. The latest is the serial system coming up. The line manager in the serials section will be responsible for the hands-on training as the system is implemented eg to look out for problems that may occur.
- 3) The faculty librarians will demonstrate how to use CD-ROM equipment.

Reporting on the first year's operation of the Dynix library system which was installed, the Chief Librarian described the need to train staff at all levels "both to acquaint staff with changed procedures and to ensure that the best use was being made of the enhanced functions" (8).

## **6.9 EVALUATION**

Internal staff development and training is not formally evaluated. Management do not see evaluation as particularly valuable as employees report on it in a non-analytical way. They prefer to ask staff before they attend training sessions what it is they expect to gain from it.

The external training courses are assessed so that they do not waste money. Staff have to fill out a form after attending an external course and write a report that is filed in his/her personal file. [See appendix 6]. The report is then circulated to inform other staff members.

Question 23 in Set C tried to determine whether the in-house training programmes were systematic or haphazard. The comments made about development and training programmes in Centenary library indicates that staff development and training at SBU is improving. It is taken seriously and they do strive to be systematic in their practice.

*"In most cases there is a system behind it, it is well organised".*

*"There is a system to it now. Couple of years ago not. It improved in quality in the last few years."*

*"Generally yes there is a system".*

#### **6.10 STAFF DEVELOPMENT AND TRAINING METHODS**

Before deciding on a method by which to deliver a certain type of training, the method will be reviewed before a decision is made. Apart from the methods listed on p77, most of the methods listed in appendix 1 are used at SBU except for guided reading which is not so much guided reading as shared reading where professionals see something of interest and pass it on to relevant people. Guided reading is for registration candidates and graduate training.

Other Methods include work shadowing, visits, courses, exchange of experience. SBU is part of several co-operative schemes. Some are purely for academic libraries such as South East Training Group and COPOL training group. Others are for public, industrial and academic libraries such as South East Area Libraries and South East Regional Health group.

## **6.11 STAFF DEVELOPMENT AND TRAINING AT WANDSWORTH ROAD (WR)**

The Library at the Wandsworth Road site, provides a full range of library services for The Built Environment faculty. The same policy on staff development and training apply to both Centenary and Wandsworth Road libraries. This would imply that staff development and training should therefore take place as frequently and in exactly the same way, and that Wandsworth Road should form part of Centenary library training. Though in practice due to practical reasons, it is done and organised separately and partly independent of Centenary library.

Reasons for this can be ascribed to:

1. The number of staff: There are 11 fulltime 4 part time employees and 1 graduate trainee at this site library. Services range from issues and returns, user education, inter library loans, subject enquiry/reference work and technical services. Staff have to work shifts to keep the library open over weekends and at night. Library assistants at Wandsworth Road also need to know how to answer some subject enquiries and where students can obtain the information from. Shift working and fewer staff make it difficult for staff at WR to attend training sessions at Centenary library. Therefore, training tends to be focussed on the WR site.

2. Time: It is hard to find the time for training. Programmes are run only if time allows. A major problem for training is timetabling sessions. The desk must still be staffed and often two sessions are required to cover as



many staff as possible. A possible solution would seem to be to close the library as some chain stores and banks do who have a set period per week for staff training. But at WR it was found that they are in fact under pressure to open even longer hours which would affect training time even further. Baker makes an interesting remark on this aspect when he asks "Do we have the courage of our training convictions? How many times do academic libraries open late or close early in order that staff can receive further instruction?" (9). Deciding between access of service for users and care of staff to perform better seems a tough decision for library managers to make.

3. Communication seems to be a problem between Centenary and Wandsworth Road libraries. Because publicity of external training activities is centralised at Centenary library, staff at WR reports that they irregularly receive a folder of training activities held by external institutions like the Library Association but often it is out of date by the time it reaches WR.

#### **6.11.1 STAFF DEVELOPMENT AND TRAINING NEEDS**

Assessing training needs does not take place formally. Staff are asked to indicate certain topics for the training they require. This is generally on matters regarding library routines. Sometimes the Site Librarian will suggest some topic which it is felt people could do with eg. communications and telephone manner.

### **6.11.2. STAFF DEVELOPMENT AND TRAINING PROGRAMMES**

Training is planned on a termly basis or for the vacation, although it is sometimes subject to alteration due to staff shortages. This would be in the form of seminars or practical sessions in small groups (twice a week for half to 1 hour) when timetabling and staff shortages allow. For the past year a list of 20 topics was circulated to each member of staff who were asked to indicate which sessions they particularly wanted to attend. The most popular topics were included on a programme. [See appendix 7]. Experience has shown that the same subjects keep coming up. This implies that either the training is not enough or it is done in such a way that the information is not retained.

### **6.11.3. TRAINERS**

Training is then delivered by either the most appropriate person for the topic at WR. Occasionally a call is made on expertise from elsewhere eg Centenary Library. IT skills training is provided by the computer services department of the university.

### **6.11.4. STAGES OF TRAINING**

#### **INDUCTION TRAINING**

The Site Librarian will introduce new staff to the other staff and give an orientation tour of the building and the library itself. The aim of induction would be to integrate the new member of staff into the running of the library smoothly and effectively in as short a time as possible. There are no written aims and objectives although it is acknowledged that it would

be useful to set them up. Apart from having compulsory induction training within one month, the University's Human Resources Department provides a 2 day long induction seminar to give an overview of the organisation as a whole. Induction training will invariably be supplemented by normal training sessions for all staff.

#### JOB SPECIFIC TRAINING

Employees are trained for the particular jobs for which they were recruited, after which development training will follow. Shadowing was found to be preferred as a method for job training. Handouts are used for future reference as well.

#### DEVELOPMENT TRAINING

Recently the library service has used outside trainers to provide training on stress management and assertiveness. IT skills training are provided by the Computer Services Department of the university and features a wide range of courses from basic word processing to MS DOS. Graduate trainees are encouraged to attend professional activities ie AAL weekend school and exhibitions. Most assistants attend in-house development training courses. Staff interviewed reported that their training was sufficient given the time constraints and that the organisation of the training courses and management support were good.

With regard to external training courses, each member of staff is expected to report on the training courses they've attended, and to

evaluate its usefulness. This record of activities is kept by the Deputy Librarian at Centenary library. The in-house training is not evaluated.

## **6.12 CONCLUSION**

All the good and necessary elements for successful staff development and training were found to be present at SBU libraries. The parent body itself is interested in staff development and training. The existence of the written policy, the compulsory one hour per week training session to ensure that staff performs effectively and efficiently, management's support and a generous budget all bode well for the future of staff development and training at SBU. Apart from the fact that staff generally feel that staff development and training is good at SBU, management think that they can improve on it, as it is not as good as they wish it to be. There are a number of difficulties they do encounter:

- 1) Time to carry it out, prepare it and to do it properly. The major problem is seen as the commitment of existing jobs which is inhibiting them from spending a lot of time on training. Those interviewed in Set B agree that there is room for improvement in the in-house sessions.
- 2) Getting individuals to know that training is not something done by certain people, everyone has to do it
- 3) No training for trainers.
- 4) The difficulty in timetabling as staff have to work shifts.

The above mentioned difficulties experienced at WR necessitate that the library there runs its own internal programmes with support from

management. The environment for staff to learn and grow on both sites is generally good. Management is also actively involved and partakes in staff development and training opportunities at management level. Staff development and training at SBU will thus go from strength to strength, given the training ethos that prevails in both libraries.

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## **CHAPTER SEVEN**

### **FINDINGS OF CASE STUDIES**

#### **7.1 INTRODUCTION**

The senior library management's perspective on staff development and training is good in all three libraries and encouraging attitudes prevail. Staff development and training is viewed as an important function in the running of the libraries. They show their commitment to it by themselves being actively involved in their own professional development. This helps to make it acceptable to the rest of the staff.

Below are the main findings of the case studies on staff development and training in academic libraries and they are divided into positive features and problem areas.

#### **7.2 POSITIVE FEATURES**

The common features of staff development and training which contribute to its effective implementation in these libraries were found to be:

##### **7.2.1. TRAINING RESPONSIBILITY AT MANAGERIAL LEVEL**

A designated person at top management level is responsible for staff development and training. The form this took, however, did differ. For example, in one instance the Training Officer was only responsible for human resources and the development thereof. In the other two cases,



the Deputy Librarians had other responsibilities apart from training and development of staff. In the latter cases, both had a Staff Development and Training Committee with representatives of all grades of staff in the library to assist in the planning process. In each division the team leader/line manager coordinates the training of his/her division.

### **7.2.2. FORMALISED WRITTEN POLICY**

This was a common element in all three libraries and was used as the basis for training staff. It outlined the types of activities and programmes to be undertaken. Care was taken not to overtrain staff to prevent loss of interest in their jobs and the training programme. All were clear not to over qualify staff academically for the posts they hold as they could not guarantee them promotion on obtaining further academic qualifications. Two of the institutions did however offer their staff salary increments after obtaining further academic qualifications. The other did not and this contributed to discontent amongst those affected. Although promotion cannot be guaranteed, a salary increase can contribute to satisfy and motivate staff who pursued further academic studies. It is important that if the increment is on offer or not this should be stipulated in the policy document.

A policy then definitely ensures some degree of consistency in the management of staff development and training. However, some of the staff did not know about the existence of the document. Making the policy widely available to staff with their induction training can ensure

that all staff will know and understand what is required of them regarding staff development and training.

### **7.2.3 STAFF DEVELOPMENT AND TRAINING PLAN/TARGETS**

All three libraries had a method of planning staff development and training for the year ahead. Two libraries had a strategic plan with provision for flexibility. The plan was thus used as a guide which can be altered as circumstances dictate. This helped them to assess financial needs accurately and realistically as they were operating within a fixed budget. Instead of a strategic plan, the other library had set targets to be achieved within a year. They preferred this as they found it more flexible than a plan and they had managerial consent to add money to the training budget if needed. With fixed financial resources for staff development and training a strategic plan is to be preferred to assess training needs accurately.

### **7.2.4. STAFF DEVELOPMENT AND TRAINING BUDGET**

In most cases this was a fixed allocation of 2-3% of the staff budget per year. However, some libraries took the initiative to supplement their budget either by a managerial decision to add to the budget from the general library budget or other innovative means. Financial commitment thus ensures that staff development is seen as an important aspect of library concern. This enables them to improve staff competencies by the development of their human resources.

Cost effectiveness also needed to be considered when deciding on the type of training and best method to use. In all cases use was made of:

- a) Training offered centrally by the parent body which in many cases was perceived by the trainees as free but generally was not, although it is seen as cost effective by management
- b) Co-operative training schemes. All three libraries were associated with a training co-operative. Some were purely academic libraries while others included all types of libraries.
- c) Participative strategy. All three made use of participative management, through consultation, delegation and a team approach as management styles. These practices served as development of staff with no monetary costs involved through the experience they gained.

#### **7.2.5. SUITABLE ORGANISATION CLIMATE**

The style of management and leadership contributed to the success of the programmes in these libraries. Managements' support of them were good and they showed their commitment through their own continuing professional development. The majority of staff were open to and accepted training. This showed that for purposes of staff development libraries need to be concerned with creating conditions conducive to staff development and training. A conducive climate whereby appropriate managerial behaviour encouraged staff development thus helped to make staff development and training to succeed.

### **7.2.6. FLEXIBLE APPROACHES TO STAFF DEVELOPMENT AND TRAINING**

There were similar approaches to staff development and training in all three libraries:

- a) All relied equally on formal and informal methods inside and outside the library and the institution.
- b) All made use of different degrees of consultative or participative styles of management through delegation thereby contributing to the development of those involved.

### **7.2.7. PLANNED TRAINING AND DEVELOPMENT ACTIVITIES**

In all three libraries it was found that adequate motivation and training of employees had a bearing on improved performance and output. Comprehensive and effective programmes of staff development are thus those which have been properly planned and developed systematically.

Training for the different stages was planned before being implemented. It started with the identification of training needs. Methods used ranged from needs analysis questionnaires for development training, job descriptions from which training profiles were constructed by line managers/team leaders, to interviews for specific jobs.

Although it was realised that objectives for each individual training event should be set, this did not happen with all in-house training at the libraries, the broad objectives as set out in the policy documents were adhered to. Setting objectives for in-house training events can help to

measure what was achieved, whether staff improved their job performance and whether the session was useful or not.

Identified training needs were then satisfied by matching people and training methods appropriate to the topic. The method employed for the various kinds of training for different categories of staff varied according to the appropriateness and depended on the stage of training i.e. orientation, job specific, or development.

Formal evaluation of the development training in all three libraries was done annually where the programme for the previous year was reviewed to determine what had been useful. This served as guidelines for planning future programmes. The evaluation of every single in-house training session for orientation and job training, however, does not take place. The evaluation of the in-house training is as necessary and important as external events. It is fourfold:

- 1) To see whether training has worked in terms of the training event taking place, and whether it was a good experience for staff who participated.
- 2) To find out whether job performance has improved.
- 3) To monitor and assess the success or failure.
- 4) To find out whether it was cost effective.

Planning is thus essential. Some of the benefits from a single well planned and co-ordinated staff development programme are:

- (i) reduction of overlapping efforts
- (ii) coverage of gaps which can be identified
- (iii) a fair distribution of opportunities across the staff
- (iv) high probability of efficiency
- (v) ready understanding of personal development opportunities by new staff members.

#### **7.2.8. LIBRARY STAFF AS TRAINERS**

Trainers were found to be by and large within the library and the university. In the libraries as a whole, delivery of training was shared by a lot of people, either team leaders, other people in the library with expertise, or independent outside trainers. This means that selected members of staff have responsibility as trainers from time to time, therefore they need formal instruction in the techniques of training. However training of trainers did not take place. This will be done in the future.

In all three libraries the level of staff development and training was high but all reported encountering some problems and ways on how to improve their practice.

### **7.3 PROBLEM AREAS**

The common problems of staff development and training were reported as:

#### **7.3.1. FINDING THE TIME**

A problem identified as common to all three libraries was the aspect of time. The need for a separate Training Officer is confirmed by the type of problem the time aspect is. The difference amongst these libraries with regard to this aspect was that the one with a Human Resources Manager found it difficult to find time to release staff to attend training events. The time problems in the other cases were given as time to plan and carry it out properly, as well as time to release staff to attend training events. The major problem was seen as the commitment of existing jobs which inhibited them from spending a lot of time on training. This reinforces the idea of relieving Deputy Librarians from training responsibilities in medium to large academic libraries. To overcome the problem of time to release staff to attend training events the following were considered:

- a) To open the library 30min or an hour later once or twice a week for in-house training
- b) To find temporary replacements while staff are away from work for training.

#### **7.3.2. STAFF ATTITUDES**

All three libraries reported the negative attitude of a minority of staff towards training as a problem. This was especially so when staff felt that

once they have been trained, they were trained for life. These institutions are, however, working towards rectifying this attitude.

### **7.3.3 FINANCE**

Systematic staff development and training makes demands on resources. With ever decreasing budgets, lack of funds for staff development and training can become a problem. All three libraries agreed that without the financial commitment of their institutions towards staff development and training, their programmes would not have been so successful.

Although it can be concluded that staff development and training is successfully taking place at these three institutions, all three libraries agreed that they can and wish to improve it. This indicates that they will in future use which ever innovative and appropriate method is available to enhance their practice. All of them found the support from the parent body, the financial commitment and their formalised policy on staff development and training as contributing to their success. Constraints can be described as time to attend training events and the negative attitude of a minority of staff members towards training. Ways and means to rectify this attitude will be to work on changing their attitudes to establish a training ethos amongst them.



## **CHAPTER EIGHT**

### **SUMMARY AND RECOMMENDATIONS**

#### **8.1. SUMMARY**

This study has considered:

- (i) The significance and reasons behind staff development and training
  
- (ii) and the appropriate methods for training and developing staff in academic libraries in the UK.

They can be summed up as providing the institution with a capable and competent staff that will perform their jobs well enough to deliver a satisfactory service to its community. Due to the changing environment and advancement in technology, training needs of the employees change continually therefore staff development and training should be a continuous process to meet the demands these changes bring. It has shown how every level of library staff need training as it does not only include job training, but also development and attitude training. Thereby it supports the assumption that library school graduates as well as experienced library staff need to be trained in the practice of a particular library. The best methods to do this are dependent on what is to be learned and availability of funds.

- (iii) The degree of staff development and training in three academic libraries. Staff development and training is practised and is highly visible

in these libraries and staff members readily understand the personal development opportunities in existence. Staff development and training is accepted as a management function necessary for effective running of academic libraries. It is seen as a permanent necessity. It was found that each had a systematically planned training programme based on identified needs for which training sessions were planned and implemented guided by written policies.

(iv) The conditions favourable to staff development and training i.e. providing adequate motivation of staff and good leadership. The creation of this favourable climate to staff development and training is a two way responsibility :

(a) it requires management commitment.

(b) staff should be open to training and accept the responsibility and challenge thereof.

(v) The problem areas of staff development and training. A major problem identified was the aspect of time. This was finding the time to release staff to attend training events and where the training function was linked to other duties of the training officer, time to plan training events properly. The negative attitude of a minority of staff members towards staff development and training proved to be a constraint but is being worked on in these institutions. Systematic staff development and training makes demands on resources. Lack of funds can thus be a problem. However, none of these libraries experienced this as a

problem as each had a staff development and training budget with which they were satisfied.

## **8.2 RECOMMENDATIONS**

Whilst there are obvious differences in British and South African academic libraries, the literature survey and case studies have indicated that there are areas of common interest and that certain features could well be taken into account in the planning and delivery of staff development and training in academic libraries in South Africa and the author's institution in particular.

The following recommendations are made with these libraries in mind who wish to implement a staff development and training programme or those who wish to improve and advance their existing ones.

### **8.2.1. TRAINING OFFICER**

Medium to large size academic libraries should employ a Training Officer at senior management level who is primarily responsible for planning, implementing, guiding staff development and training in the library and to see that what has been planned on a strategic level is carried out and evaluated. However, if this is financially not feasible, the Human Resources Manager should be the Training Officer. Other responsibilities and duties of the Training Officer should only relate to staffing issues such as recruiting, selecting and staffing contracts.

### **8.2.2. WRITTEN POLICY**

A written policy on staff development and training should be formulated which will form the basis for all the training initiatives in the library. This can be the job of the Training Officer. The policy should be made widely known among staff to ensure that all staff understand the opportunities available for them to learn and grow in their jobs and improve the service.

### **8.2.3 FINANCIAL COMMITMENT**

There should be secure financial commitment by means of an annual separate budget for staff development and training as successful training needs a budget for both external and internal training.

### **8.2.4 SUITABLE ORGANISATIONAL CLIMATE**

Management should encourage a suitable organisational climate conducive to staff development and training. This has a direct bearing on the prevailing management style and leadership in the library. The style of management should be one that will encourage and support staff development and training in the library. A training ethos should be fostered amongst staff as this will bring the necessary co-operation needed for the success of the staff development and training programme.

### **8.2.5 PLANNED STAFF DEVELOPMENT AND TRAINING ACTIVITIES**

Staff development and training needs to be facilitated through planning and developing training activities that will initiate the learning and growth process. This should be done by:

(i) Identifying staff development and training needs. Job descriptions should provide adequate information of the skills, knowledge and competence required in order to identify job specific training. Line managers are best suited to do this as they have an intimate knowledge of their staff and the skills and competencies needed for a job. For development training a questionnaire can be used to assess the training needs.

(ii) Satisfying the identified needs by using the most appropriate method for the type of learning that is to take place. Objectives for each training event should be set to measure what was taught and learned and to see if what was intended really did take place.

(iii) Evaluating the training event in terms of delivery and usefulness.

(iv) Identifying new needs.

### **8.2.6 COOPERATIVE SCHEMES**

For cost effectiveness, regional and national cooperative training schemes can be examined, their feasibility considered and if they are found to be economical in their use of time, staff and other resources, launched.

### **8.2.7 TRAINING TRAINERS**

When using library staff, as most often would be the case to deliver the training, management should ensure that the trainers are trained to enable them to impart their knowledge to others.

Providing a systematic and planned staff development and training programme in an academic library requires a lot of time, planning and money but the advantages of a well planned programme are to the benefit of the staff, and the academic community they serve. Doing it well will, therefore, enhance the quality of the programme and the benefit of it to the users and staff will more than compensate for the time and money spent.

## APPENDIX 1

### *CASE STUDY* **QUESTIONS FOR SEMI-STRUCTURED INTERVIEWS:** **LIBRARIAN/TRAINING OFFICER** **SET A**

#### **MANAGEMENT'S PERSPECTIVE ON STAFF DEVELOPMENT AND TRAINING POLICY**

1. Does the library have a formalised (written) staff development and training policy? What are the aims of the policy? Do staff know these aims?
2. Who formulates this policy? (Can I have a copy of the document please?)
3. What are your general and specific staff development and training goals?
4. How does the library distinguish between staff development and training?
5. Do you train staff from a particular division in all/other parts of the library as well? Is there a specific reason for this practice?
6. Can staff request to attend training courses or should they wait until asked?
7. How do you publicise training events?

#### **BUDGET**

8. Do you have a training budget? What percentage of the library budget is allocated to staff development and training?
9. Are you satisfied/pleased with this allocation? Why/why not?
10. Is the present budget more or less than last year's training budget? Why is this so?

11. What other sources of funding do you have for training?

#### TRAINING RESPONSIBILITY

12. Who is mainly responsible for staff development and training in the library?

13. Who plans the training for the library?

14. Who coordinates training in each department/division?

15. Who delivers the training in the library?  
What proportion of their working time is allocated to this?

16. Do you make use of trainers other than library staff?  
Where are they from?

#### INFORMATION TECHNOLOGY

17. Who is responsible for/coordinates training in this automated environment?

18. How was training for these systems done?

19. Is this training continuing or was it one off?

#### STAFF DEVELOPMENT AND TRAINING PLAN

20. Do you have a staff development and training plan? (Could I have a copy please?) What is its purpose?

21. How far ahead is training planned? Is there any particular reason for this?

#### TRAINING NEEDS

22. Do all categories of staff or only non-professionals receive training? Why is this so?

23. Do you primarily make use of job descriptions and task analysis to identify training needs or how else do you assess these needs?

24. What percentage are satisfied internally and externally?



25. How do you decide who to send on external training courses?

26. Do you differentiate between the training of professional, non-professional and paraprofessional staff? How and Why?

27. Do you offer training for specific skills and special areas i.e Automation, Information sources, Stock management?

#### TRAINING OBJECTIVES

28. Do you set training objectives? What is their purpose? When do you set them?

#### TRAINING METHODS

29. Which methods (see list attached) are used to train staff members? Are they undertaken externally or internally or a combination of both?

30. Does the stage of training or the objectives determine the method employed.

#### CONTINUING EDUCATION

31. Do you have an approved training programme for staff who wish to become chartered members of the Library Association? How many staff are undertaking this at present? (Can I see a copy of the programme please?)

32. Do you support staff who wish to pursue their Masters part-time? How? Is it financial support, necessary time release, both, or other ways?

33. Is this support available for non-information and library topics eg (MBA)?

#### TRAINING PROGRAMMES

34. Are your training programmes formal or informal? Are they pre-planned? Are they provided automatically?

35. Do you have a standard training programme used regularly for a number of staff or do you devise one for an individual post? (Can I see one for a professional and one for a non-professional post please?)

36. Can you describe how you go about designing a programme for a new staff member in a particular job in a department please?

37. Does the programme include induction, on the job training, development training and retraining?

38. What is the timescale for: induction  
on the job  
development training?

#### EVALUATION

39. How is training evaluated?

40. What is the purpose of evaluation?

41. Does evaluation take place during training or after training?

42. Is it linked to staff appraisal?

43. Who receives completed evaluation forms? (Can I see examples of blank forms please?)

44. What happens after this information is assembled?

#### HINDERANCES

45. What would you list/name as the major constraints on staff development and training in your library?

46. How do you overcome or master this/these?

47. What would you name as factors promoting staff development and training in your library?

48. How do you see the future of staff development and training in your library?

49. How are you trained and kept up to date?

## DEFINITIONS

**TRAINING** Any course of instruction for library staff carried out on or off site directed by the library (Bird, J. In-service training in public libraries. 1986, p3)

**STAFF DEVELOPMENT** A purposive effort intended to strengthen the library's capability to fulfil its mission effectively and efficiently by encouraging and providing for the growth of its human resources. (Conroy, B. Library staff development and continuing education.1978, pxv)

**PROGRAMME** A course of instruction with a pre-determined timespan, content and structure (Bird, J. In-service training in public libraries 1986, p.3)

**CONTINUING EDUCATION** Learning opportunities to learn and grow personally and professionally following preparatory education and work experience. (Conroy, B. Library staff development and continuing education 1978, p.xv)

## TRAINING METHODS

Induction training	On the job training
Staff Manuals	Guided Reading
Demonstrations	Discussion forum
Critical incidents	Case studies
Computer assisted instruction	Visits
Programmed learning	Conferences
Co-operative schemes	Lectures
Courses for study	Seminars
Short courses	Workshops
Check lists	Other

APPENDIX 2

STAFF DEVELOPMENT AND TRAINING IN DIVISIONS/DEPARTMENTS  
SET B

Division/Section

1. What are the functions and jobs in this division/department?
2. Do you have a divisional/sectional budget for training?
3. Do you have a training plan for this department/division?
4. How many professional posts are held here?  
Paraprofessional      Clerical      Support staff?
5. Is this department/division automated?

INDUCTION TRAINING

6. Please explain how new staff members are oriented to the division/department and the library?
7. Who delivers this training?
8. What is the aim of induction training?
9. What are the objectives?
10. What are the main methods and aids used?
11. When does it take place?
12. What is the length of time allocated for this training?

JOB SPECIFIC TRAINING

13. What skills and knowledge are needed here?
14. How do you assess training needs?
15. Who delivers training in this division/department?
16. What are the training objectives?
17. How are they met? Internally or externally?
18. What are the main methods used?

19. Have you ever changed your training methods for specific jobs?

Why/why not.

20. What length of time is allocated to this training?

21. Do you have any further comments on your training process?

#### DEVELOPMENT TRAINING

22. Do you offer training beyond normal job instruction in the course of staff duties eg word processing?

23. What type of training and development does your staff engage in most? What percentage of it is external?

24. Do you maintain a record system on staff development and training which indicate the activities of each staff member?

25. Do you assess their progress?

26. Is development training continuous?

27. Is training evaluated? How?

28. Is evaluation linked to staff appraissal?

APPENDIX 3

QUESTIONS FOR LIBRARY STAFF  
SET C

Post Held  
Grade

Part time[ ] Full time  
Temporary[ ]

1. How long have you been working here?
2. What educational qualifications do you have?
3. Do you have any previous work experience?
4. Do you know about the staff development and training policy and its aims.
5. Is your job clearly defined to facilitate role identification
6. What are your main duties?
7. Are there any particular skills required to carry out these tasks?
8. Do you find your job satisfying?
9. What training have you received over the last year?
10. What methods were used?
11. Do you think you need further training? Would your job benefit from training?  
Training in what?
12. Do you think training is important?
13. Do you feel your library training was sufficient?
14. How were you informed about training?
15. What difference did training make to you?
16. Was your training relevant to your post?
17. Could you apply what you have learned?
18. How would you describe management's support and interest in staff development and training?
19. Do you feel your scheduled worktime allows you to pursue a staff development and training programme?

20. Is there any funding for you to attend external courses?

21. Do you receive feedback on your performance after training?

22. Would you attend a training course again?

23. Do you think there was some system behind your training or did it appear haphazard?

24. Are there any other comments you would like to make about your training?



## APPENDIX 4

### BUSINESS TEAM: INDUCTION

#### LIBRARY ASSISTANT

OBJECTIVE: To give information on the role of the library assistant in the Business team.

1. Sorting and distribution of post for levels 2 and 3 and to the rest of the library.
2. Checking reading lists, submission lists and items for Short Loan, 7-day loan; ordering need editions/items not in stock as necessary. Bibliographic checking of orders for stock:
  - use of OPAC
  - use of BBIP, BIP, BLCMP union
  - use of Bookbank CD-ROM
  - use of publishers' catalogues
3. Making up short loan packs as requested - photocopying, copyright clearance, recording contents.
4. Copyright clearances for current awareness, and Information in Business.
5. Missing pages - obtaining replacements, recording applications, noting when received, filing.
6. Inter-site requests and copying.
7. Typing, word-processing, Regma, CD-ROM, photocopying and FAX; location and use of machines, training, procedures for recording use (Fax and photocopies for Information in Business).
8. Shelving returned stock, tidying newspaper collection, shelf-checking and tidying.
9. Company/Country reports collection - processing, filing, and general maintenance.
10. Law Reports - checking major newspapers for law reports, photocopying and filing, maintenance of case-name index.
11. Information in Business - background, contract, limitations of service, charges, limitations of own contribution, referral of enquiries.
12. Telephone duty for Information in Business enquiry service:
  - use of major standard reference works
  - use of Leicestershire Companies Database and other sources of local company information
  - use of foreign telephone directories
  - recording of enquiries
13. Filing of Extel, McCarthy and MIRAC.

## APPENDIX 5

### INFORMATION CENTRE STAFF DEVELOPMENT AND TRAINING PROGRAMME 1993

The programme provides brief details of events which are already fixed for 1993.

Where places for a session are limited (\*) information has been sent to appropriate staff. Other sessions are open to all and will be separately advertised. Other events will be added during the year. It is hoped that this list will prove useful in forward planning.

	DATE	TOPIC	PRESENTER
0930	22nd January Kimberlin, Level 1	Role of the Information Centre	Mel Collier
*All day	28th January Fletcher Suite	Project Management	Industrial Society
0930	29th January Kimberlin, Level 1	Acquisitions Service	Lys-Ann Bale
0930	19th February Kimberlin, Level 1	Database, General and Reference Service	Eric Loveridge
0930	26th February Kimberlin, Level 1	Lending Services	Mandy Inkley
*All day	3rd March Fletcher Suite	Assertiveness Skills	Cynthia Hodson
*All day	4th March Fletcher Suite	Time Management and Self Organisation	Cynthia Hodson
*All day	10th March Fletcher Suite	Working in Teams	Cynthia Hodson
*All day	11th March Fletcher Suite	Working in Teams	Cynthia Hodson
*1400 - 1700	16th March Kimberlin, Level 4	Supervisory Skills Pt.1	Peter Firkin
0930	19th March Kimberlin, Level 1	Subject Team Services	Margaret Oldroyd
0930	26th March Kimberlin, Level 1	Library Media Services	Roy McKeown
*All Day	22nd April Fletcher Suite	Supervisory Skills Pt.2	Peter Firkin
0930	23rd April Kimberlin, Level 1	On-Line and CD ROM Services	Lesley Midgley & Kirsten Black
0930	30th April Kimberlin, Level 1	'Information in Business'	Jan Haines

*1400 - 1700	18th May Kimberlin, Level 4	Supervisory Skills Pt.3	Peter Firkin
0930	21st May Kimberlin, Level 1	Copyright	Roy Adams
0930	28th May Kimberlin, Level 4	User Education	Anne Hilton
0930	18th June Kimberlin, Level 1	Library Research	Ian Bloor and Kirsten Black
0930	25th June Kimberlin, Level 1	IT Information Services	Gillian Smith
0930	23rd July Kimberlin, Level 1	Role of the Information Centre	Mel Collier
0930	30th July Kimberlin, Level 1	Acquisitions Service	Lys-Ann Bale
0930	17th August Kimberlin, Level 1	Subject Team Services	Margaret Oldroyd
0930	20th August Kimberlin, Level 1	Database, General and Reference Service	Eric Loveridge
0930	24th August Kimberlin, Level 1	Library Media Services	Roy McKeown
0930	27th August Kimberlin, Level 1	Lending Services	Mandy Inkley
0930	22nd October Kimberlin, Level 1	On-Line and CD ROM Services	Lesley Midgley and Kirsten Black
0930	29th October Kimberlin, Level 1	'Information in Business'	Jan Haines
0930	19th November Kimberlin, Level 1	Copyright	Roy Adams
0930	26th November Kimberlin, Level 1	User Education	Anne Hilton
0930	10th December Kimberlin, Level 1	Library Research	Ian Bloor and Kirsten Black
0930	17th December Kimberlin, Level 1	IT Information Services	Gillian Smith

Margaret Oldroyd  
January 1993  
(010)



LIBRARY  
& LEARNING  
RESOURCES

# STAFF DEVELOPMENT EVENT

*Evaluation of:*

\*COURSE      \*CONFERENCE      \*VISIT      \*OTHER

Please underline the type of event you are evaluating

Your Name:

Please identify the event by: \*TITLE      \*VENUE      \*DATE(S)

\*  
\*  
\*

What was the objective of the event?

Information-giving? Product promotion? Skills training?

In what sense did the event achieve its objective?

Clarification of issues? Thought provoking? Stimulating? Memorable?

What would you say was the best feature of the event?

Professional presentation? Well-structured content? Lively ambience?

What was the worst feature of the event?

Over-running? Unclear message? Dull presentation? Poor visuals?

What do you think you have gained by your participation?

Contacts made? Increased knowledge? Newly enthused? Enhanced skills?

How might your colleagues share in what you have gained?

What could you pass on (eg short reports, handouts, seminar)?  
How, when, where and to whom?

On a scale of ten, score the event by filling in a circle

	CONTENT	PRESENTATION SKILLS	CONTACTS & DISCUSSIONS	ACTIVE INVOLVEMENT
10	0	0	0	0
9	0	0	0	0
8	0	0	0	0
7	0	0	0	0
6	0	0	0	0
5	0	0	0	0
4	0	0	0	0
3	0	0	0	0
2	0	0	0	0
1	0	0	0	0

Finally, please attach a short report for circulation to colleagues.

## APPENDIX 7

### SOUTH BANK UNIVERSITY WANDSWORTH ROAD LIBRARY INTERNAL TRAINING PROGRAMME 1993

<b>DATE</b>	<b>WEEK</b>	<b>TOPIC</b>	<b>LEADER</b>
<b>22 FEB</b>	<b>BEGINNING</b>	Customer Care, security (inc role-playing)	TN (Site Librarian)
08 March		Fire Procedures	AP, BJ (SBU fire wardens)
15 March		Missing book, lost book, claim return books procedures	AW (Librarian, technical services)
22 March		Short loan bookings - procedures	TN
29 March		Reader registration and external identification	AW
03 May		Abstracts and indexes	JT (Librarian, subject: architecture and civil eng)
10 May		Technical services at WR (aimed at faculty librarians)	AW, BJ, LL (Library assis Technical services)
17 May		Inter library loans	BB (Graduate trainee, ill assistant)
24 May		Law reports 1 (video)	AW
31 May		Visit to WR Media Services	MC (Site Manager Media services)
07 June		Subject work by faculty librarians	JT, BN MS, SS
14 June		Graduate Traineeship at SBU	BB
21 June		Law reports II - practical	AC (Faculty librarian law Centenary Lib.)
28 June		Audio-visual collection and maps	AP (av assistant)

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